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ABSTRACT

This coordinator's handbook, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is designed as a project management tool and provides step-by-step procedures for planning, leading, and coordinating CPSS activities. (CPSS is a comprehensive guidance program management system which offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Each of the eight chapters in this hand book deals with a major step in the CPSS process. In each chapter, the first part contains background information on the step in addition to information on parallel activities. The second part lists specific steps for planning, organizing, and accomplishing tasks; activities that the coordinator will monitor are included. The chapters are titled Getting Started, (focuses on selecting the steering and advisory committees), Assessing Resources, Assessing Needs: Surveying, Assessing Needs: Tabulation, Selecting Program Goals, Producing CDUs (Career Development Units), Reviewing Your Program Annually, and Reassessing Your Program. A sample trend graph for coordinator use and information on the CPSS Information File are appended. (TA)

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Research & Development Series No. 119-B*

COORDINATOR'S HANDBOOK

CAREER PLANNING SUPPORT SYSTEM

by

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

The challenge to assist youth in gaining the skills and knowledge to plan and execute meaningful careers is a major concern of the educational community, particularly high schools. In response to this challenge, The Center has developed and tested, under the sponsorship of the Education and Work Group at the National Institute of Education and with the help of nearly fifty high schools located throughout sixteen states, the *Career Planning Support System* (CPSS). This product shows how to deliver improved, cost-effective career guidance services that meet the needs and fall within the resources of the individual school. The procedures in these materials are systematically presented to help local schools engage in sound planning, implementation, and evaluation. It provides them with the capacity for self-renewal.

It is important to note that the *Career Planning Support System* does not prescribe the content of a local program; rather, it enables teachers, counselors, students, parents, and community members to decide on the specific program to be followed. It is a flexible product in that it does not necessarily displace existing efforts, but describes how existing activities can be brought into an integrated systematic approach to the delivery of career guidance services.

The Center is pleased to present this product. We are grateful to Dr. Robert E. Campbell, program director, who led in the conceptualization of CPSS and patiently guided it through years of development and field testing. He has been ably supported during this period by staff persons whose names are indicated at appropriate credit points in the various publications. We are deeply grateful for the cooperation and consistent enthusiasm of the participants in the field test; their names and locations are given on the inside of the back cover.

A complete list of products developed in connection with CPSS, and occasionally referred to throughout the various guides, are printed on the outside of the back cover.

Robert E. Taylor
Director
The Center for Vocational Education

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CHAPTER 1

MAJOR ACTIVITIES

- Establish decision-making arrangement with principal
- Select and orient Steering Committee members
- Select and orient Advisory Committee members
- Assign three Steering Committee members to be resource leader, behavioral objective special, method specialist

Getting Started

When you read through the *Coordinator's Training Guide* you become familiar with the activities that are in this handbook, which is your project management document. This is your resource for planning, leading, and coordinating all the CPSS activities. In this handbook you will find that activities that ordinarily would be time-consuming to plan and develop have been already arranged for you. You also will find that most of your work with CPSS from now on will be with this handbook and the CPSS Program Information File, which is a record-keeping device for all CPSS activities.

Please notice that each of the following chapters deal with a major step in the CPSS process. The first part of a chapter gives you background information on the step plus information to keep you alert to parallel activities. In this part, boxes list major activities, concurrent activities, and results for each chapter. In the second part, specific steps are listed to help you plan, organize, and accomplish tasks. Sections of this part that are in *italics* describe activities you should monitor but do not actually do yourself. The chapters are also a source of agenda items for Steering Committee meetings.

Working with the Principal

Before you proceed, be sure you have a clear understanding with your principal about the decision-making authority your role involves. You may have already established this. If so, that's fine. If not, review the major tasks of the CPSS process and decide on what responsibilities you each have. The macro flow chart in the training guide is a good reference for this activity. Be sure to include: school orientation; selecting Steering and Advisory Committees and task forces; conducting needs and resource assessments; selecting goals; implementing CDUs; and annual program review. Doing this will help define the role the principal will play in the overall CPSS process. Remember, your principal's active support is important.

CONCURRENT ACTIVITIES

- Orient school population to CPSS (optional)

Selecting the Steering Committee

One of the first tasks that you and your principal should consider is the selection of Steering Committee members. The function of the Steering Committee, remember, is to conduct the activities of CPSS and monitor the development of your new career guidance program. Your role is to lead them through their tasks. It's probably fairly obvious there can be political overtones to establishing the committee. A product such as CPSS cannot be prescriptive in designating who should be on the committee in your school. It is suggested, however, that you favor having a broad base of support and recruiting people who can see tasks through in a timely, competent manner. An orientation to CPSS at a faculty meeting may be a useful strategy prior to selecting the committee members.

The size of the committee is up to you, but you should select individuals to be respon-

sible for: conducting and maintaining resource assessments, being a resource person for behavioral objectives, being a resource person for career guidance methods. These persons begin their tasks after the first meeting, but their involvement is continuous during CPSS and while your new program is functioning. Other people may be added, depending on the size of committee that is best for your school. Students, most definitely, are valuable members. (Typically successful Steering Committees in the field test of CPSS included representatives of students from each grade level, teachers from all areas, guidance and counseling people, and administrators.)

The Steering Committee is crucial to the effectiveness of the project. Besides representing the school as a whole, the members also must be willing to be advocates for CPSS. Their commitment will reflect in how smoothly tasks are executed. Your first meeting with them will launch the project. How often the committee meets after that is left to your discretion. Essentially, the committee meets to organize, begin needs and resource assessments, select goals, decide implementation strategies for CDUs, review CDUs, and, on an as needed basis, monitor activities. The outline for the first meeting is at the end of this chapter.

How you select the committee members should be decided now. You may want to recruit on an individual basis or orient everyone and request volunteers. Be prepared to explain briefly the CPSS process, what it means for students, and how much time it will require of a person. AV-1 is a good orientation vehicle for group meetings.

Selecting the Advisory Committee

Another decision you must make with your principal is whether a separate citizens' Advisory Committee is feasible or desirable in your situation. An Advisory Committee is built into the CPSS materials as a commitment to community participation in school affairs. An Advisory Committee is seen as a source of community information and as people who can review program goals and activities designed to reach those goals. A separate committee would meet two or three times a year with the members available on an informal basis.

Instead of forming a new Advisory Committee for CPSS, rather you may use an existing committee, form a coalition of existing committees, or have community representatives on the Steering Committee.

If you do form a separate Advisory Committee, the principal may serve as the chairperson, with you acting as executive secretary. It is suggested that you select five to nine representatives from the business, industrial, and educational communities, plus governmental agencies, civic groups, and parents to be committee members. CPSS and their role in it are explained in the *Advisory Committee Handbook.*

Once you have chosen members of the Steering and Advisory Committees, you (and perhaps the principal) should meet with both groups. The following are suggested agendas for the first meeting of each committee.

First Steering Committee Meeting

1. Give overview of CPSS; view AVs
2. Discuss coordinator's role
3. Discuss Steering Committee's role
4. Ask the members you selected for this purpose to serve as: resource leader, behavioral objective specialist, and method specialist. Give the *Manual for Writing Behavioral Objectives* and the procedural guide entitled *Writing Behavioral Objectives* to the behavioral objective specialist. Give the procedural guide called *Analyzing Methods* to the method specialist. You will give appropriate materials to the resource leader during Chapter 2.

5. Plan for the next meeting to begin resource assessment and needs assessment. (See Chapters 2 and 3 for structuring the next agenda.)

First Advisory Committee Meeting

1. Introduce members
2. Have the principal talk about the purpose of CPSS
3. Give overview of CPSS; view AV-1
4. Distribute *Advisory Committee Handbook*
5. Discuss roles and communication pattern
6. Discuss future activities and meetings

RESULTS

- Steering Committee organized and oriented
- Advisory Committee organized and oriented
- Behavioral objective specialist beginning tasks
- Method specialist beginning tasks

The information you will need to complete the rest of CPSS begins with resource assessment in Chapter 2.

CHAPTER 2

MAJOR ACTIVITIES

- Arrange to perform resource assessment tasks in conjunction with other schools using CPSS (optional)
- Select, with the resource leader, members of the Resource Assessment Task Force
- Duplicate CPSS Program Information File items 1-39
- Monitor the work of the Resource Assessment Task Force
- Review items 1-33 with the Steering Committee

Assessing Resources

Because most high school guidance programs tend to offer more services than their resources can adequately support, one of the first tasks prescribed in CPSS is an assessment of resources available for use in your new program. The information about resources will enable the Steering Committee to select goals for your new program based not only on what students need, but also on whether there are resources available to support goals to meet those needs. Without such an assessment, an otherwise sound program could be ineffective because resources are not used efficiently.

The CPSS resource assessment will help your school identify appropriate materials, space, equipment, people, and funds in both the school and community. Happily, such careful attention to resources may help you "discover" more career guidance tools than you knew you had.

CPSS also provides procedures for resource accounting—keeping track of the use of resources once your new guidance program is operating. The accounting tasks and other activities concerning resources occur after assessment is finished; therefore, they are not discussed until the end of this chapter.

The Task Force's Job

Resource assessment should begin at the same time you begin needs assessment and should be completed no later than needs assessment because the Steering Committee will need information about both at the same time. Resource assessment is the work of a seven-member Resource Assessment Task Force, headed by the resource leader. However, you are ultimately responsible for this and all other phases of CPSS.

The resource leader should be chosen from the adult members of the Steering Committee so that he/she can serve as liaison between the task force and the committee. A librarian, media specialist, or counselor who is familiar with career materials might be a good choice. The information on the resource leader's role at the end of this chapter may help you select a person who is suited for the job. Two other faculty/staff members and four students should comprise the rest of the task force.

The task force's job is to compile: (1) a list of current career guidance activities in the high school, its feeder schools, and the state and district; (2) a list of available school and community resources that could be used in career development activities; and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school. All three kinds of information will be helpful to the Steering Committee as it makes decisions

about the scope and direction of your new career guidance program. The list of current guidance activities should be useful when integrating successful current activities and your new program. The list of resources will provide a single-source reference concerning all the resources available to support career development activities. This information about resources will include such things as who should be contacted about their use and any constraints that may be placed on their use. The descriptive data about the school and community will be used primarily as background information.

CONCURRENT ACTIVITIES

- Direct needs assessment activities

Advisory Committee Help

One of the best sources of information about the community may be the CPSS Advisory Committee. Advisory Committee members already may have the information needed, may be able to acquire it, and/or may be able to verify or suggest a source of verification for information the task force has already collected. However, task force members seeking information should contact Advisory Committee members only after having exhausted other sources. The Advisory Committee may advise or help, but the work of assessing resources belongs to the task force.

Items 1-33 of the CPSS Program Information File (provided in the envelope labeled "Camera-Ready Masters for Resource Assessment") will guide the task force in their compilation of information as they follow instructions in the accompanying procedural guide *Assessing Resources*. Once items 1-33 have been completed, the task force will disband.

Resource Leader's Role

The resource leader's responsibilities do not end when the task force disbands. He/she should be thought of as the school's expert on resources and should be called upon during CDU development to assist career development unit instructors in assigning resources to each unit. As the school's most knowledgeable person concerning resources, the resource leader should be able to make the CDU instructors' job easier and to offer valuable information about the use of resources.

Resource accounting activities begin when your new guidance program is implemented. The resource leader should record the actual use your school makes of resources, placing that information on CPSS Program Information File items 34-39. The appropriate information about the use of resources for each CDU should be available immediately after the CDU is approved. Upon modification or termination of a CDU, the resource leader will update the items. The resource leader's responsibility for resource accounting is ongoing throughout the life of your career guidance program.

Another of the resource leader's ongoing responsibilities is the updating of resource assessment information initially collected by the task force. Items 1-33 should be updated continuously.

RESULTS

- Completed CPSS Program Information File items 1-33

Your procedures for fulfilling your responsibilities concerning resources begin on the next page.

PROCEDURES

Step 1 If other schools in your community are using CPSS, meet with the principal and the resource leader before the first meeting of the task force. Decide whether the resource assessment items concerning the community should be completed in conjunction with other schools. Because CPSS Program Information File items 5 and 9-23 will be the same for all schools in your community, dividing the responsibility for completing the items among schools may be the most efficient way to operate. If you and the principal decide to coordinate efforts with other schools, make sure that the resource leader, you, and the other school coordinators clearly understand which items each school is responsible for completing.

Step 2 Brief the Steering Committee on resource assessment. Give the resource leader a copy of the procedural guide *Assessing Resources* and be prepared to answer questions. (A reference copy of the CPSS Program Information File items dealing with resources is in the Appendix of the procedural guide.)

> NOTE: Your procedures for needs assessment (surveying) in Chapter 3 should be undertaken at the same time resource assessment is initiated.

Step 3 With the resource leader, select the members of the Resource Assessment Task Force—two faculty/staff members and four students.

Step 4 Once the resource leader has had time to read the procedural guide *Assessing Resources*, ask him/her how many copies of each CPSS Program Information File item he/she will need. Duplicate those copies, using masters in the envelope labeled "Camera-Ready Masters for Assessing Resources," and give them to the resource leader. You will be giving him/her resource accounting as well as assessment items, although he/she will not use the accounting items until after the task force disbands.

Step 5 Monitor the activities of the Resource Assessment Task Force.

Task force members will be compiling information about resources in the school and community, sometimes requesting help from the Advisory Committee. The information will be factual unless only estimates are available. The task force will be meeting as many times as the members feel necessary. Detailed procedures are outlined in the *Assessing Resources* procedural guide, Steps 5-7.

Step 6 Receive a draft of all completed items from the resource leader. Review the items with the Steering Committee and list the committees suggestions for corrections or additions.

> NOTE: If responsibility for completing items concerning the community is split between schools using CPSS, you are responsible for receiving copies of the other school's work and for giving them copies of the final version of your task force's items. The final version of your items will not be ready until after Step 8 below.

Step 7 Return the original draft of the items, along with the Steering Committee's suggestions, to the resource leader.

Step 8 Receive a copy of the final version of all items from the resource leader. Store the final version in the CPSS Program Information File. Items 9-19 will be reviewed by the Advisory Committee when they review the program goals selected during Chapter 5.

NOTE: Resource assessment has now been completed. Continue your efforts with needs assessment or, if that is also completed, begin selecting program goals by following the procedures outlined in Chapter 5.

The resource leader will be continuously updating items 2-23 that were completed initially by the task force. In addition, he/she also will be completing and updating resource accounting items 34-39 and placing them in the CPSS Program Information File.

CHAPTER 3

MAJOR ACTIVITIES

- Select and orient members of the Needs Assessment Task Force
- Prepare materials for reproduction
- Duplicate materials needed to administer the questionnaires
- Distribute materials to each questionnaire team leader
- Monitor the surveying activities of the four questionnaire teams
- Receive and record Graduate Questionnaires
- Prepare to monitor tabulation activities

Assessing Needs: Surveying

Resource assessment (the subject of Chapter 2) and needs assessment form the backbone of the entire Career Planning Support System. Once these activities are conducted, the Steering Committee will be able to set goals for your guidance program that are based on the career development needs of students as well as on the resources that are available in the school and community to meet those needs. Because both needs and resource information are needed at the time by the Steering Committee, the two assessments are conducted concurrently as soon as possible after a school has decided to use CPSS.

Needs assessment is the way a school determines: (1) what are the career development needs of its students, (2) which career development skills recent graduates believe the school provided them help in acquiring, and (3) what career development skills parents and faculty/staff believe should be emphasized by the high school. This information is acquired by asking all students, parents, and faculty/staff plus a sample of recent graduates to complete questionnaires that address these issues. Once the questionnaires have been completed, the responses on them will be tabulated and displayed on tables that make the information more meaningful and accessible to the Steering Committee. Hence, needs assessment entails both surveying and tabulating. (Procedures for tabulating questionnaire responses and displaying them in tables are in Chapter 4 of this handbook and in the procedural guide called *Assessing Needs: Tabulation.*) The chart on the next page should help you understand how the tasks of surveying and tabulation can be accomplished in a few weeks.

CONCURRENT ACTIVITIES

- Monitor resource assessment activities
- Direct tabulation of questionnaire responses

Your School's Needs

Needs assessment is important because it helps a school discover the needs of its own students rather than try to meet those needs perceived to be in some "average" school in the nation. The CPSS Student Questionnaire takes a broad view of career development. It emphasizes acquisition of a representative set of skills

NEEDS ASSESSMENT

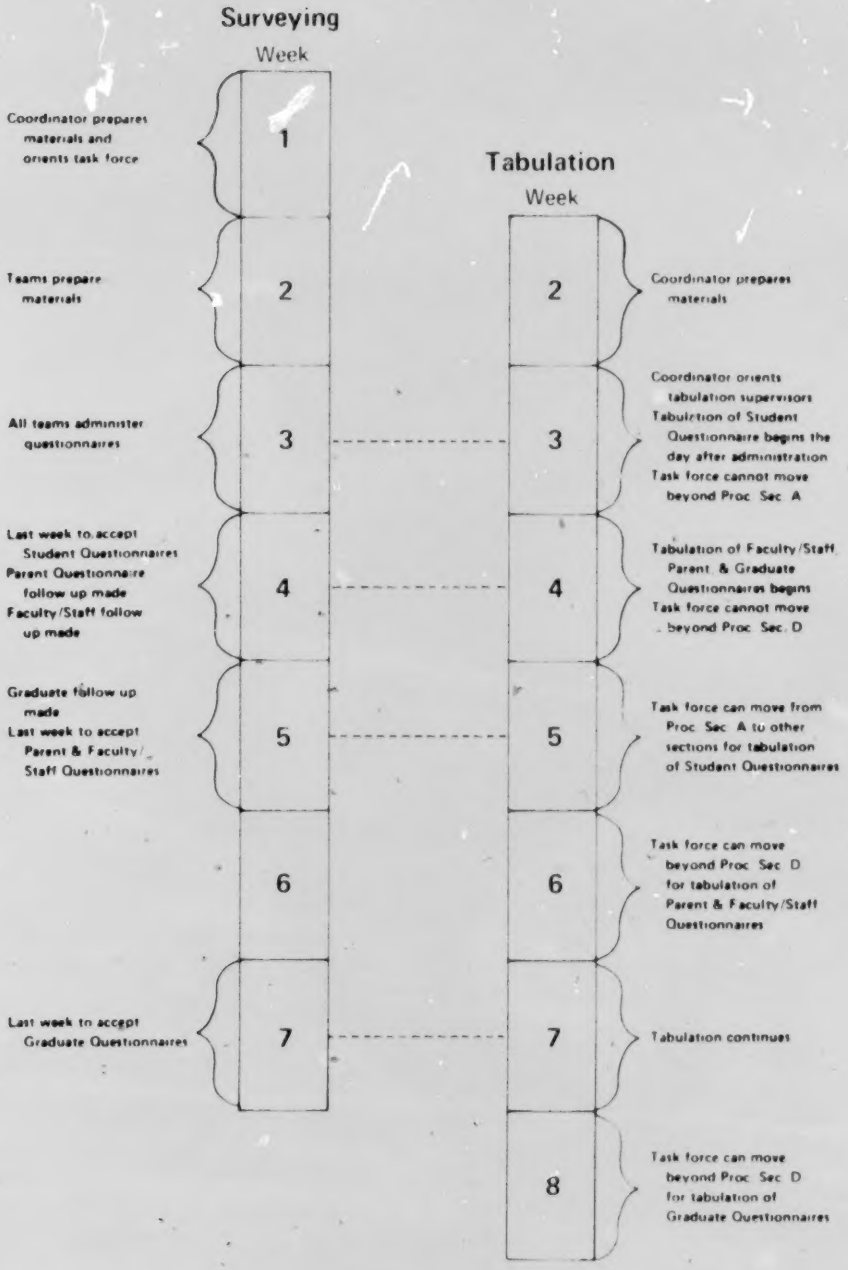

Surveying
Week
Tabulation
Week
1
2
3
4
5
6
7
8
Coordinator prepares materials and orients task force
Teams prepare materials
All teams administer questionnaires
Last week to accept Student Questionnaires
Parent Questionnaire follow up made
Faculty/Staff follow up made
Graduate follow up made
Last week to accept Parent & Faculty/Staff Questionnaires
Last week to accept Graduate Questionnaires
Coordinator prepares materials
Coordinator orients tabulation supervisors
Tabulation of Student Questionnaire begins the day after administration
Task force cannot move beyond Proc. Sec. A
Tabulation of Faculty/Staff, Parent, & Graduate Questionnaires begins
Task force cannot move beyond Proc. Sec. D
Task force can move from Proc. Sec. A to other sections for tabulation of Student Questionnaires
Task force can move beyond Proc. Sec. D for tabulation of Parent & Faculty/Staff Questionnaires
Tabulation continues
Task force can move beyond Proc. Sec. D for tabulation of Graduate Questionnaires

Chart showing an efficient integration of surveying and tabulation during the same time period. (Dashed lines indicate points at which completed questionnaires can be passed to those doing tabulation.)

needed to explore and attain education, training, and employment compatible with an individual's interests, abilities, and values. Because of its diverse view of careers, the questionnaire is applicable to all students—those who plan to work immediately after high school, the college-bound, and those who have not yet decided what to do after high school.

By assessing the needs of its own students, your school will be identifying areas of career development assistance that your current program is addressing adequately as well as those areas that need more attention. For example, perhaps the assessment will show that only a few students have made plans for a career and that most are not prepared to make such plans. Deficiencies like these may exist in your school. If they do, the needs assessment will show you not only that they exist but also how many students they involve and in which grade levels they are concentrated. On the other hand, the assessment also will help you identify strengths in your current career guidance program so that CPSS can incorporate them into your new program.

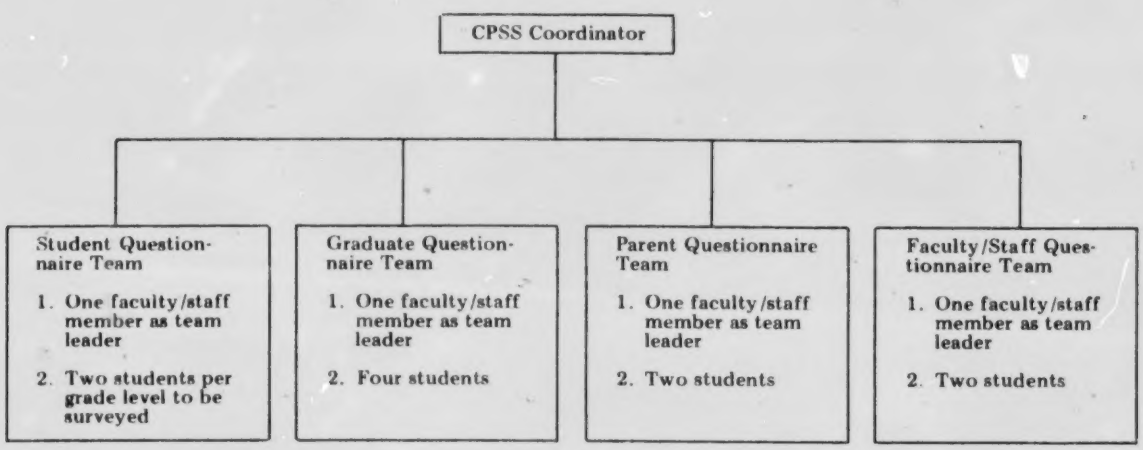
Task Force Responsibilities

Surveying, the first step in needs assessment, is carried out by the Needs Assessment Task Force, under your direction. The task force should be composed of four faculty/staff members and a sufficient number of students to help them. Divided into four teams (one for each of the questionnaires), the composition of the task force can be portrayed graphically as the chart below.

The task force will administer (or oversee the administration of) questionnaires to students, parents, graduates, and faculty/staff. As a group, you and the task force will be responsible for all the tasks associated with these questionnaires, such as selecting the sample of graduates to be surveyed, stuffing envelopes, keeping records, delivering questionnaires to the teachers who will administer the Student Questionnaire, etc. Your responsibilities during surveying are detailed in the procedural section of this chapter. The accompanying procedural guide entitled *Assessing Needs: Surveying* is directed to the four team leaders on the task force and provides them step-by-step instructions for carrying out the surveying activities.

Before You Begin . . .

Before beginning the procedures for surveying, there are some options that you and the Steering Committee may want to consider. The first involves changing the questionnaires. It is recommended that you not abandon entirely the CPSS questionnaires in order now to develop your own. The CPSS field test schools


CPSS Coordinator
Student Questionnaire Team
1. One faculty/staff member as team leader
2. Two students per grade level to be surveyed
Graduate Questionnaire Team
1. One faculty/staff member as team leader
2. Four students
Parent Questionnaire Team
1. One faculty/staff member as team leader
2. Two students
Faculty/Staff Questionnaire Team
1. One faculty/staff member as team leader
2. Two students

that chose to do so found that it took them nearly one whole school year to develop adequate questionnaires and procedures to tabulate them. However, if you already have developed questionnaires and tabulation procedures that you feel are of more value to your school than those provided in CPSS, feel free to use them. You also may add or elimate some questions on the CPSS questionnaires.

Should you choose either to use your own questionnaires or to alter the CPSS questionnaires, it is of paramount importance that you do so only after making sure that the results generated by the questionnaires are compatible with the procedures designed to utilize the results of the CPSS questionnaires as they are now written. For instance, if you add any items to the CPSS Student Questionnaire that are translatable to goals, make sure that they follow the same format ("Have you learned . . .") as items 1-20 on the CPSS Student Questionnaire. You also will have to alter the tabulation procedures and materials provided in CPSS to accommodate your changes. For these reasons, it is suggested in CPSS to accommodate your changes. For these reasons, it is suggested that you alter or abandon the CPSS questionnaires only after careful consideration of the system as a whole.

The same cautions can be made about changing the surveying procedures, although they have less impact on the system as a whole and can, therefore, be safely-altered more easily. For instance, schools with very large student bodies may choose to administer the Student Questionnaire to only a random sample of their students rather than to the entire student body The CPSS procedures are written for surveying all students in a school because that is the most reliable and accurate way to find out the needs of all students. But schools that have the expertise required to scientifically sample the needs of their student bodies should be able to generate results that are just as valid as those generated by surveying all students in their schools. The option of sampling students can be easily accommodated by the CPSS procedures. However, you may want to give some thought to which method (sampling or administering to all students) will be more disruptive to the classroom routine before you decide which method to use.

Computer Option

Another option you may want to choose is that of involving a computer in the tabulation of questionnaire responses. A computer can perform the transferring and computation tasks of tabulation in a matter of seconds, relieving the task force of a lot of careful, detailed work. However, preparing for computer analysis (by writing a program and keypunching, for instance) can be time-consuming. CPSS does not include a computer program. In order for your school to tabulate by computer, a program that simply computes frequencies and percentages would have to be written or obtained.

Three factors should be taken into account when you consider whether to use a computer. They are: (1) the availability of computer equipment and people to tabulate manually, and (3) the amount of questionnaire data to be collected. If very little data are to be collected, there would be little need to use a computer because manual tabulation would not be so time-consuming. On the other hand, it may be wise to use a computer even if you have plenty of people available to tabulate if you would rather save faculty/staff and student involvement for later, less mechanical activities in CPSS, such as planning career development units.

If you are seriously considering using a computer to tabulate, you should as soon as possible have the person in charge of computer operations read the procedural guide *Assessing Needs: Tabulation*, which gives instructions for tabulating manually. Obtain his/her recommendations as to whether you should tabulate by computer. There are three

options for preparing responses for the computer that you and the person in charge of computer operations should consider. The first is to have the respondents write directly on the questionnaires (as they would if manual tabulation procedures are to be used) and have the responses manually transferred to the CPSS code sheets provided in the envelope labeled "Camera-Ready Masters for Tabulation" from which they will be keypunched. The second option would be to have the respondents write directly on the questionnaires and then have their responses keypunched directly from the questionnaires. A third option would be to have the respondents write on separate answer sheets that can be optically scanned and processed. The person in charge of computer operations should be able to guide you in the decision about whether to use a computer for tabulation and how the responses should be prepared for the computer.

A decision to use or not to use a computer should delay administration of the questionnaires only if using the optical scan technique is feasible in your school. Otherwise, administration of questionnaires may begin before you have decided whether or not to use computers. Just make sure that the timing of your decision to use a computer will allow someone enough time to write (or obtain) a computer program to tabulate the responses without delaying CPSS.

RESULTS

- A set of completed Student Questionnaires
- A set of completed Parent Questionnaires
- A set of completed Graduate Questionnaires
- A set of completed Faculty/Staff Questionnaires

Your procedures concerning surveying begin on the next page.

NOTE: Procedures for resource assessment (Chapter 2) should be undertaken at the same time that surveying is initiated.

PROCEDURES

Step 1 Brief the Steering Committee on surveying. Decide with the committee (pending approval from the principal) when Student Questionnaires should be administered and in which classrooms.

A. It is recommended that the questionnaires be administered in a classroom during an extended homeroom period. (It takes 30-45 minutes to administer the questionnaires.) If this is not possible, select a course or combination of courses (such as required courses in English) in which all students in each grade level would have an opportunity to complete the questionnaire.

B. In deciding on a date for administration, allow time for the Student Questionnaire and Parent Questionnaire teams to have materials ready for delivery to teachers who will administer the Student Questionnaire; allow time for a preparatory meeting of those teachers; take care to avoid days on which there might be a high percentage of students absent (e.g., Mondays, Fridays, just before or after holidays, etc.). If school or district policy requires parental permission to administer questionnaires, allow enough time to distribute the permission letters and slips and to have them returned to the school. (This is the last mention of permission letters and slips, so if school policy requires them, begin their distribution now so that it will not delay surveying. Do not forget to accommodate this requirement into the administration of the Student Questionnaire so that only students whose parents have given permission will receive questionnaires.)

Step 2 You may want to meet with the principal for approval of the method and date of administering the Student Questionnaire.

Step 3 Make a list of the names of the teachers in whose classes the Student Questionnaires are to be administered and the number of students in each teacher's class. Two copies of this list should be made, one for the Student Questionnaire Team leader and one for the Parent Questionnaire Team leader.

Step 4 With the Steering Committee, select team leaders for the Needs Assessment Task Force—one faculty/staff member to direct students doing the tasks associated with each of the four questionnaires.

A. Instruct those who agree to serve to select and ask students to help them. The leader of the Student Questionnaire Team should select two students per grade level to be surveyed; the leader of the Graduate Questionnaire Team should select four students; leaders of the other two teams should select two students each.

B. Obtain the names of the students selected by each faculty/staff member.

Step 5 Prepare surveying materials for reproduction. (One master copy of each piece to be reproduced is provided in the envelope labeled "Camera-Ready Masters for Surveying." These masters can be used to make plates for offset printing or to duplicate copies on a Xerox or other copying machine.) Make the following additions to the masters before duplicating.

A. Student Questionnaire (Form No. 1). Type your school's name and address at the top of the first page of the Student Questionnaire.

B. Administration directions: Student and Parent Questionnaires (Form No. 1A). Type the administration date of the Student Questionnaire, the time of administration, and the name of the school in the appropriate spaces of the directions.

C. Parent Questionnaire (Form No. 2). Type your school's name and address at the top of the master.

D. Parent Questionnaire cover letter (Form No. 2A).

1. The form letter may be prepared for reproduction in three different ways. Discuss with whomever will accomplish the printing which of the following is the best approach.

   a. Type the school's name and address at the top of the master copy, OR

   b. Retype the cover letter on a copy of your school's letterhead, which will then become the master copy, OR

   c. Do not type anything if the text of the form letter is to be printed directly onto the school's letterhead.

2. Acquire the principal's signature in black ink in the signature block of the master copy before duplication.

NOTE: The Parent Questionnaire cover letter (Form No. 2A) assumes that your school will be sending information about the Career Planning Support System with the letter (either the suggested brochure [Form No. 2B] or material that your school has prepared). If your school is not sending information with the letter, delete the first sentence of the second paragraph of the letter.

E. Parent brochure (Form No. 2B). It is suggested that a copy of the Career Planning Support System brochure be provided to each family receiving a Parent Questionnaire. (However, it may be omitted if it is deemed unnecessary.) If the brochure is used, type the school's name on the master. The name should be located on what will appear as the front page of the brochure.

F. Graduate Questionnaire (Form No. 3). Type your school's name at the top of the master.

G. Graduate cover letter (Form No. 3A) and Graduate follow-up letter (Form No. 3B).

1. Each of the letters may be prepared for reproduction in three different ways. Discuss with whomever will accomplish the printing which of the following is the best approach:

   a. Type the school's name and address at the top of the master copy provided in the envelope, OR

   b. Retype each of the cover letters on your school's letterhead, which will then become the master copies, OR

   c. Do not type anything if the texts of the form letters are to be printed directly onto the school's letterhead.

2. Acquire the principal's signature in black ink in the signature block of the master copy of Forms 3A and 3B before duplication.

H. Faculty/Staff Questionnaire (Form No. 4). Type your school's name and address at the top of the master.

I. Faculty/Staff Questionnaire cover letter (Form No. 4A).

1. Type your school's name at the top of the master.

2. Acquire the principal's signature in black ink in the signature block.

3. In the space provided in the second paragraph of the letter, indicate your name and the location of a container into which they should put their completed questionnaires. (That container will be monitored by a member of the Faculty/Staff Questionnaire Team.)

J. Envelopes. Business-size envelopes that have CPSS on them are needed for the Parent Questionnaire. Business-size envelopes with the school as the return addressee and letter-size envelopes with the school as both the addressee and return addressee are needed for the Graduate Questionnaire. If your school has the capability of printing envelopes, ask the person in charge how he/she would like masters prepared. Otherwise, members of the Parent and Graduate Questionnaire Teams will have to address or stamp the envelopes by hand.

NOTE: You may want to recruit the help of the student members of the Needs Assessment Task Force, the school's clerical staff, or any other people willing to contribute to any of the tasks such as collating, stapling, etc., related to the next step.

Step 6 Duplicate surveying materials, determining the number of each piece of material to be duplicated by using the chart on the next page.

A. It is strongly recommended that those materials requiring more than fifteen copies be reproduced on an offset press. Not only is this method cheaper than others, but the quality of the copies will enhance your ability to collect accurate information.

B. It is suggested that the materials to be mailed be printed on light-weight paper to reduce the cost of postage.

Step 7 Weigh one Graduate Questionnaire, cover letter, business-size envelope, and smaller return envelope to determine the amount of postage that must be placed on each envelope that will be sent to the graduates during the first and follow-up mailings. Also, weigh one Graduate Questionnaire and one return envelope to obtain the return postage rate. Record this information for future use by the Graduate Questionnaire Team.

Step 8 Call the first meeting of the Needs Assessment Task Force to orient the members (both faculty/staff and the students they have chosen) to the work to be done. At this meeting, view and discuss with your task force AV-1 and/or AV-2.

A. Viewing AV-1 is necessary only if task force members need and/or want a review of the general purposes of CPSS.

B. AV-2 will provide information similar to that in the Introduction of this chapter. It is important that you and the task force view and discuss this audiovisual presentation and that you share with them the other information that is in the Introduction of this chapter.

MATERIALS NEEDED FOR SURVEYING

Survey Team	Form Number	Description	Number of Copies Needed
Student	1	Student Questionnaire	Number of students in school plus 10%
	1A	Administration directions: Student and Parent Questionnaires	Number of survey administrators plus 10%
Parent	2	Parent Questionnaire	Number of students in school plus 10%
	2A	Parent Questionnaire cover letter	Number of students in school plus 10%
	2B**	Parent Brochure	Number of students in school plus 10%
		Business-size envelopes (CPSS printed or stamped on each)	Number of students in school plus 10%
Graduate	3	Graduate Questionnaire	180*
	3A	Graduate Questionnaire cover letter	110*
	3B	Graduate follow-up letter	80*
	3C	Graduate Questionnaire roster	15*
		Business-size and letter-size envelopes (school as return addressee on business-size; school as both addressee and return addressee on letter-size)	180 of each type*
Faculty/ Staff	4	Faculty/Staff Questionnaire	Number of faculty/staff plus 10%
	4A	Faculty/Staff Questionnaire cover letter	Number of faculty/staff plus 10%

* This figure is based on your school surveying 100 graduates. If less than 100 graduated last year, adjust the figure accordingly.
** Optional

Step 9 At the meeting, distribute the duplicated materials for surveying as follows:

A. To the Student Questionnaire Team leader:

1. *Assessing Needs: Surveying* procedural guide (one copy)
2. Student Questionnaire, Form No. 1
3. List of Student Questionnaire administrators that includes the number of students in each administrator's class
4. Administration directions: Student and Parent Questionnaires, Form No. 1A

B. To the Parent Questionnaire Team leader:

1. *Assessing Needs: Surveying* procedural guide (one copy)
2. Parent Questionnaire, Form No. 2
3. Parent Questionnaire cover letter, Form No. 2A
4. Parent brochure, Form No. 2C—if your school plans to use one
5. Business-size envelopes
6. List of Student Questionnaire administrators that includes the number of students in each administrator's class

C. To the Graduate Questionnaire Team leader:

1. *Assessing Needs: Surveying* procedural guide (one copy)
2. Graduate Questionnaire, Form No. 3
3. Graduate Questionnaire cover letter, Form No. 3A
4. Graduate Questionnaire follow-up letter, Form No. 3B
5. Graduate Questionnaire roster, Form No. 3C
6. Business-size envelopes
7. Letter-size envelopes
8. Adequate postage for both sets of envelopes

D. To the Faculty/Staff Questionnaire Team leader:

1. *Assessing/Needs: Surveying* procedural guide (one copy)
2. Faculty/Staff Questionnaire, Form No. 4
3. Faculty/Staff Questionnaire, Form No. 4A

Step 10 At the meeting, instruct each survey team leader to follow the directions outlined for their team in the *Needs Assessment: Surveying* procedural guide, beginning with the Introduction. Tell them that you will resolve any questions that arise that are not answered in the procedural guide.

Step 11 Monitor the activities of the four separate teams as they concurrently perform their tasks outlined in italics below. It may help you to review the chart of surveying and tabulation tasks in the Introduction of this chapter.

Student Questionnaire Team — Members of the Student Questionnaire Team will be distributing Student Questionnaires and administration directions to the teachers who will be administering the Student Questionnaire and will be explaining to the teachers the administration procedures. The team will also collect the questionnaires from the teachers after students have filled them out and will store them in a safe place. The team leader will return all materials to you once the team has completed its surveying activities. The detailed procedures for these tasks are outlined in Procedural Section A (Student Questionnaire Team Procedures) of the Assessing Needs: Surveying procedural guide Steps 1 - 10.

Parent Questionnaire Team — Members of the Parent Questionnaire Team will be preparing envelopes of Parent Questionnaire materials to give to the Student Questionnaire Team. This is an important function since the Student Questionnaire Team cannot administer its questionnaires until it has received these Parent Questionnaire packets. The Parent Questionnaire Team will distribute Parent Questionnaires to anyone who lost theirs or did not receive one. The team will also be responsible for collecting all Parent Questionnaires, which are to be returned by students to the teachers who administered the Student Questionnaires. The team leader will return all materials to you once the team has completed its surveying activities. The detailed procedures by these tasks are outlined in Procedural Section B (Parent Questionnaire Team Procedures) of the Assessing Needs: Surveying procedural guide Steps 1 - 7.

Graduate Questionnaire Team — Members of the Graduate Questionnaire Team will be selecting a representative sample of graduates, recording their names and addresses on a roster, and mailing each graduate a set of Graduate Questionnaire materials. The team is also responsible for assuring that each graduate receives a numbered questionnaire that corresponds to the identification number assigned to the graduate on the roster. After the questionnaires have been mailed, the team leader will give the roster to you. The detailed procedures for these tasks are outlined in Procedural Section D (Graduate Questionnaire Team Procedures) of the Assessing Needs: Surveying procedural guide Steps 1 - 7.

Faculty/Staff Questionnaire Team — Members of the Faculty/Staff Questionnaire Team will be distributing Faculty/Staff Questionnaires to each faculty and staff member of the school, setting up a collection point for all completed questionnaires, and storing the completed surveys in a secure place. The team leader will return all materials to you once the team has completed its surveying activities. The detailed procedures for these tasks are outlined in Procedural Section E (Faculty/Staff Questionnaire Team Procedures) of the Assessing Needs: Surveying procedural guide Steps 1 - 9.

Step 12 Receive the survey rosters from the Graduate Questionnaire Team leader after the team has completed the first mailing of the questionnaire.

Step 13 Monitor the return of the Graduate Questionnaire for two weeks after they were mailed.

A. As each numbered Graduate Questionnaire is received at the school, place an "X" in the "Questionnaire Received" column next to the name and address of the person having the same number on the roster. (The person who normally receives the school mail should be instructed to give all CPSS mail to you.)

B. After each completed questionnaire is accounted for on the survey roster, secure the completed questionnaires in a safe container and allow only the individuals involved in tabulating questionnaire responses to have access to them. A label similar to the one depicted below should be attached to the container. You will fill in the blank spaces during Step 17.

C. Be sure also to keep the rosters, too, in a secure place, separate from the questionnaires.

CAREER PLANNING SUPPORT SYSTEM
GRADUATE QUESTIONNAIRES

CONFIDENTIAL

_____
(No. of completed questionnaires)

_____
(Date)

Step 14 Two weeks after the Graduate Questionnaires were mailed, return the roster to the Graduate Questionnaire Team leader so that the team can begin sending follow-up letters. You no longer need to check the roster as questionnaires are returned, but continue to receive completed questionnaires, placing them in the labeled container for safe-keeping.

Step 15 Monitor the follow-up procedures of the Graduate Questionnaire Team outlined in italics below.

Members of the Graduate Questionnaire Team will be mailing sets of follow-up materials to send to those persons who have not returned their questionnaires. The detailed procedures are outlined in Procedural Section D (Graduate Questionnaire Team Procedures) of the Assessing Needs: Surveying procedura guide Step 9 and 10.

Step 16 Receive the Graduate Questionnaire roster from the Graduate Questionnaire Team leader after the follow-up questionnaire mailings have been made.

A. Collect any excess materials from the Graduate Questionnaire Team leader.

B. Assume that you have received all the questionnaires you are going to get two weeks after the follow-up mailing. After that, do not add any that you receive to the container of questionnaires.

C. Fill in the appropriate information on the questionnaire container label and store the container in a safe place.

> **NOTE:** You have now completed your responsibilities for surveying and, it is hoped, are well into those procedures for tabulation that appear in Chapter 4.

CHAPTER 4

MAJOR ACTIVITIES

- Organize the task force
- Orient supervisors
- Prepare the tables
- Supervise the task force

Assessing Needs: Tabulation

Collecting information from students, graduates, faculty/staff, and parents is only the first half of needs assessment. What remains to be done is tabulation of the questionnaire responses: putting the information on the questionnaires into a more usable form.

Tabulation involves counting the questionnaire responses, computing percentages, and displaying those percentages on tables, as well as recording the fill-in statements and comments written on the questionnaires. The procedures to accomplish this are very detailed to be sure, but each of them takes your school one step closer to being able to use the information you've collected.

Because the decisions made later in CPSS concerning the goals to be set for your career guidance program can be only as good as the information upon which they are based, the importance of tabulating questionnaire responses cannot be overemphasized. Presenting the information on tables will facilitate its use in determining what those goals should be.

Tabulation should begin within one week after the administration of Student Questionnaires—even though all Parent and Graduate Questionnaires may not yet have been returned to the school. You, the CPSS coordinator, should set the pace for tabulation since you will have the best idea of how soon the Steering Committee will need the results of tabulation in order to interpret them. It is suggested that you aim to have tabulation completed in six weeks. The chart on the next page should help you understand how the tasks of surveying and tabulation can be accomplished in a few weeks.

CONCURRENT ACTIVITIES

- Monitor resource assessment activities
- Direct surveying activities

Deciding Who Will Do The Work

As with other parts of CPSS, others will do most of the work involved in tabulation; however, you ultimately will be responsible for making sure that it gets done. It is recommended that current members of the Needs Assessment Task Force do the work of tabulation, and the procedures in this chapter and in the procedural guide entitled *Assessing Needs: Tabulation* are written that way. However, there are other options you may want to consider. If members of the task force are tired after having administered questionnaires, perhaps you'll want to choose new members for the Needs Assessment Task Force. You also may choose to have the questionnaires tabulated by members of a math or other appropriate class. Or perhaps you'll want to have tabulation performed by other individuals who have common blocks of time free to devote to the task. The procedures in this chapter and the accompanying procedural guide of the same title can be easily adapted to accommodate any of these options.

NEEDS ASSESSMENT

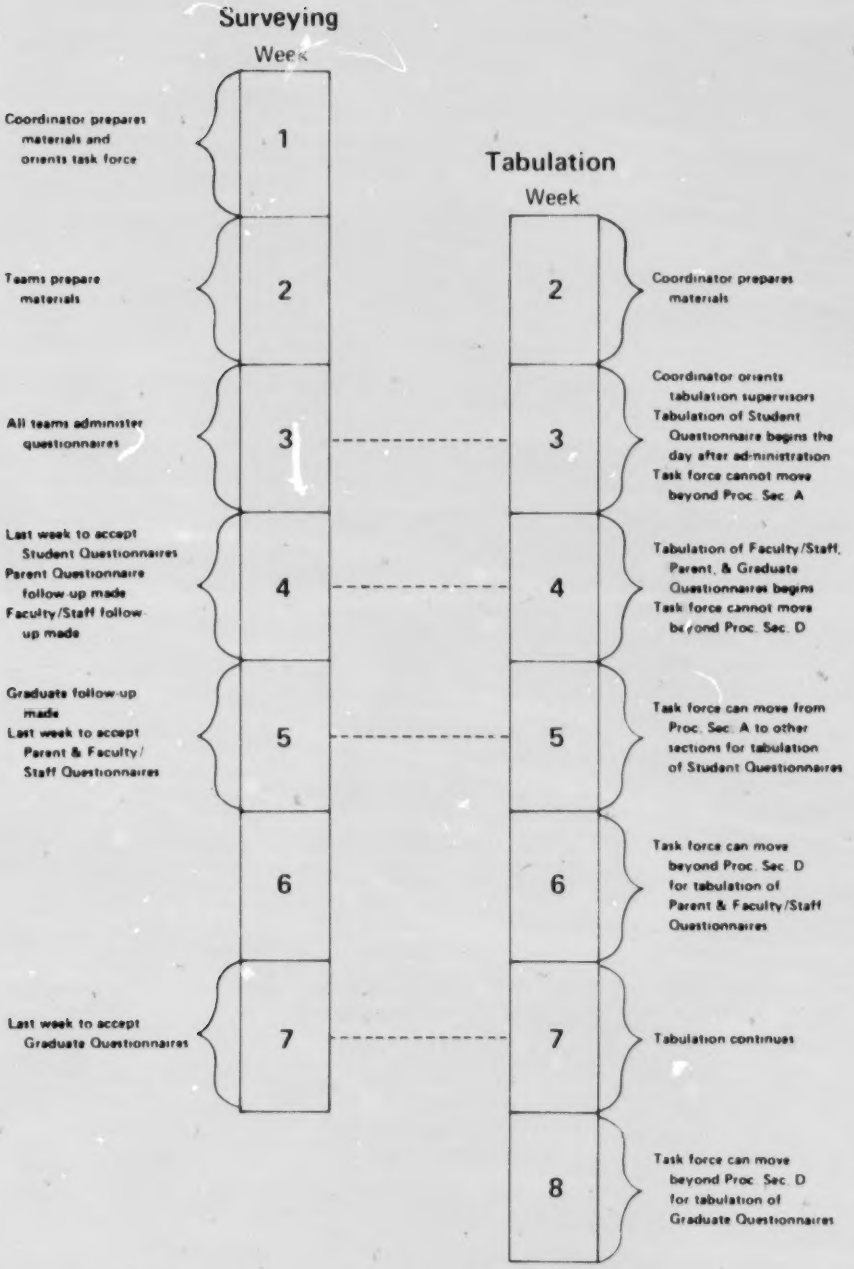

Surveying
Week
Tabulation
Week
Coordinator prepares materials and orients task force
1
Teams prepare materials
2
All teams administer questionnaires
3
Last week to accept Student Questionnaires
Parent Questionnaire follow up made
Faculty/Staff follow up made
4
Graduate follow-up made
Last week to accept Parent & Faculty/ Staff Questionnaires
5
6
Last week to accept Graduate Questionnaires
7
2
Coordinator prepares materials
3
Coordinator orients tabulation supervisors
Tabulation of Student Questionnaire begins the day after administration
Task force cannot move beyond Proc. Sec. A
4
Tabulation of Faculty/Staff, Parent, & Graduate Questionnaires begins
Task force cannot move beyond Proc. Sec. D
5
Task force can move from Proc. Sec. A to other sections for tabulation of Student Questionnaires
6
Task force can move beyond Proc. Sec. D for tabulation of Parent & Faculty/Staff Questionnaires
7
Tabulation continues
8
Task force can move beyond Proc. Sec. D for tabulation of Graduate Questionnaires

Chart showing an efficient integration of surveying and tabulation during the same time period. (Dashed lines indicate points at which completed questionnaires can be passed to those doing tabulation.)

The procedures are written for manual tabulation only. Those of you who have elected to use computers during the tabulation must depend on the advice and direction of those data processing experts doing the job as outlined on page 12 of Chapter 3 of this handbook. Make sure to ask them whether the computers will perform all tasks or whether the task force will need to do some activities manually (such as transferring responses to code sheets and filling out tables).

Organizing The Workers

Unlike the recommended organization used during surveying, task force members will not form teams, each of which is devoted to working with only one kind of questionnaire (Student, Graduate, Faculty/Staff, or Parent). Instead, all members of the task force will begin tabulation by working with Student and Faculty/Staff Questionnaires and thereafter each may work with any and all kinds of questionnaires as the need arises and at the discretion of you and the faculty/staff members of the task force. (There is one exception: individuals who were on the Graduate Questionnaire Team during surveying should not tabulate Graduate Questionnaires because the identification numbers used on the Graduate Questionnaires make possible a violation of confidentiality.)

For the first tabulation task (transferring data from the questionnaires to code sheets, sections A, B, C, and D of the procedural guide), it is recommended that each faculty/staff member of the task force supervise two pairs of student members who will do the actual tabulation work. (If you did not survey the ninth grade, one of these faculty/staff members will supervise only two students.) Each pair of students plus their supervising faculty/staff member should work together throughout this task, with the faculty/staff member explaining and checking the students' work and answering questions. Each faculty/staff member (called tabulation supervisors in the procedures) should work closely with the students at the beginning of the task to make sure that they understand the procedures. Once this first tabulation task (Procedural Sections A, B, C, and D in the procedures) is completed, it is no longer necessary for students to work in pairs and you probably will want to organize the task force differently at that point, especially since there will be progressively fewer work sheets to deal with.

RESULTS

- Tables displaying questionnaire data about:

  Students' need for each career development skill area—Table 40

  Relative importance of each career development skill area as indicated by parents, faculty/staff, and graduates—Table 40

  Students' need for each career development skill—Tables 41-45

  Students' future plans and graduates' current activities—Table 46

  Students' choice of first full-time job—Table 47

  General need for career development assistance—Table 48

  Inadequacy of career development assistance as indicated by graduates—Table 49

Your procedures for tabulation begin on the next page.

PROCEDURES

Step 1 Read at least the Introduction and the Table of Contents of the procedural guide *Assessing Needs: Tabulation* in order to get a "feel" for the tasks involved. Of course, you may read more if you like, although it probably will not be necessary (or possible, from one reading) for you to know the procedures in detail. As a further aid in understanding tabulation, you may want to review tabulation forms after you complete Step 3 below.

Step 2 Decide by yourself or with the Steering Committee, which individuals will tabulate data. Among your options in deciding who should tabulate data are:

A. The Needs Assessment Task Force (same composition as for surveying)—the recommended choice, and the procedures for tabulation are written to reflect this.

B. The Needs Assessment Task Force (new members)—perhaps the option you should choose if the task force members who surveyed are anxious to relinquish their responsibilities.

C. A math or other appropriate class—the procedures can be easily adapted to fit this option.

D. Other individuals who have common blocks of time in which to tabulate data—the procedures can be adapted to fit this option, too. An even number of people should be used for at least the first task of tabulating each questionnaire so that they can work in pairs.

Step 3 Reproduce copies of materials needed for tabulation, using the chart on the next page. (Masters are in the envelope labeled "Camera-Ready Masters for Tabulation.") It is suggested that you duplicate on colored paper those materials that have an asterisk beside them to facilitate the work of those doing tabulation.

Step 4 Give a copy of the procedural guide *Assessing Needs: Tabulation* to each of the people who will be acting as tabulation supervisors and schedule a meeting with them. (If you are having the Needs Assessment Task Force tabulate, as recommended, those individuals should be the faculty/staff members of the task force.) Ask them to have read the introduction in the procedural guide in preparation for the meeting you will have with them.

Step 5 Arrange for a room in which individuals can do tabulation. It is strongly suggested that all manual tabulation be done in this room so that materials will not be lost and so that confidentiality can be maintained.

Materials Needed for Tabulation

Form Number	Description	Number of Copies Needed
5	Student Code Sheet	Number of Student Questionnaires administered divided by 25
5A, 5B, 5C, 5D	*Sample Student Code Sheets, grades 9-12	One copy of each for each pair of students transferring responses
6	Graduate Code Sheet 1	Number of Graduate Questionnaires administered divided by 25
7	Graduate Code Sheet 2	Number of Graduate Questionnaires administered divided by 125
6A, 7A	*Example Graduate Code Sheets 1 & 2	One copy of each for each pair of students transferring responses
8	Faculty/Staff Code Sheet	Number of Faculty/Staff Questionnaires administered divided by 50
8A	*Example Faculty/ Staff Code Sheet	One copy of each pair of students transferring responses
9	Parent Code Sheet	Number of Parent Questionnaires administered divided by 50
9A	*Example Parent Code Sheet	One copy for each pair of students transferring responses
10, 11, 12, 13	Summary Sheets 1, 2, 3, 4	One copy of each
10A, 11A, 12A, 13A	*Sample Summary Sheets 1, 2, 3, 4	One copy of each
	Tables 40-49	One copy of each
14, 15, 16, 17, 18	*Example Tables 40, 41, 46, 48, 49	One copy of each

*Color paper will help reduce confusion.

Step 6 Meet with the tabulation supervisors.

A. Give them a general overview of tabulation that is as specific as you and they feel it needs to be at this point. Feel free to refer them to the procedural guide for the answers to specific questions you cannot answer.

B. Discuss with them the way in which the individuals doing the tasks will be organized. The procedures spell out a way of organizing students by pairs while they accomplish the first task, involving the first four procedural sections of the procedural guide. Thereafter, you should organize in what you feel is the most efficient manner. (You and the supervisors may want to delay the decision about organizing those tasks after the first task until they reach that point in tabulation.)

C. Explain that it is recommended that the tabulation supervisors direct students who do the actual work throughout tabulation. The supervisors' responsibilities include assigning tasks, explaining procedures, checking work for accuracy, maintaining confidentiality, and making sure that the work gets done on time. Suggest the following:

1. Supervisors should receive assignments from you as to which tasks those they supervise should be working on.

2. Supervisors should review the procedures for each task with the students immediately before they are to begin the task. They should not explain procedures that will occur later than the immediate task.

3. Supervisors should work very closely with their student members at the beginning of each assigned task to be certain that they understand the procedures.

4. Supervisors should make certain that tasks are completed in as short a time as possible. However, accuracy should not be sacrificed for speed.

D. Tell the supervisors which room you have arranged for them to use for tabulation and emphasize that no one will be permitted to do tabulation tasks at home.

E. If possible, set up the dates and times during which the supervisors and the students will work on tabulation.

Step 7 Record on a separate sheet of paper (for use in Steps 9 & 10) the number of each kind of questionnaire (Student, Graduate, Faculty/Staff, Parent) administered and the number of each kind of questionnaire completed. Remember to change the totals as more questionnaires (especially Parent and Graduate) are returned to you.

Step 8 When it is time to begin tabulating, divide the Student Questionnaires among faculty members and give them Student Code Sheets and Example Student Code Sheets. Instruct them to begin working with their student pairs to transfer questionnaire data to code sheets. Procedures for this task are in Procedural Section A of the procedural guide *Assessing Needs: Tabulation*. Caution them that they should not work beyond that section of procedures until you have given them all the Student Questionnaires you expect to receive (some of which may reach you as late as one week after administration).

NOTE: Once the data from the Student Questionnaires have been transferred to Student Code Sheets (Procedural Section A of the procedural guide), pairs may start transferring data from the other questionnaires (Procedural Sections B, C, and D) when enough of them have been returned and at your discretion. You need not wait for all questionnaires of one kind to have been returned in order to begin transferring data from them. However, make sure that those tabulating do not work further than the first set of procedures (transferring) for any one questionnaire until the deadline for accepting that questionnaire has passed. Remember, Parent Questionnaires may reach you as late as two weeks after administration, Faculty/Staff Questionnaires, two weeks, and Graduate Questionnaires, one month after administration.

Step 9 Once the deadline for accepting Student Questionnaires has passed, prepare Tables 40-49 as described below. You will be using the records you began in Step 7. Remember that those records should contain the final totals concerning Student Questionnaires.

A. Enter the number of students who received (were sent) questionnaires on Tables 40-48. The numbers go in the columns for students across the row marked "Number of individuals receiving questionnaires."

B. Enter the number of students who completed (returned) questionnaires on Tables 40-48. The numbers go in the columns for students across the row marked "Number of individuals completing questionnaires" on Tables 40-46, and 48, and across the row marked "Total number of students" on Table 47.

C. Record the percent of students who completed the questionnaire on Tables 40-46 and 48.

1. For each student column, divide the number who completed questionnaires by the number who received questionnaires.

2. Convert the answer to a percentage.

3. Record that percentage in the student columns across the row marked "Number of individuals completing questionnaires" on Tables 40-46, 48, and 57.

D. Fill in the space at the bottom of Tables 40-48 for the date the questionnaire data was collected. Using the season and the year (such as Fall 1977) should be accurate enough.

Step 10 As the deadlines pass for accepting Faculty/Staff, Parent, and Graduate Questionnaires, prepare Tables 40, 46, 48, and 49 as described below. You will be using the records you began in Step 7. Remember that those records should contain the final totals concerning Faculty/Staff, Parent, and Graduate Questionnaires.

A. Enter the number of individuals who <u>received</u> (were sent) each kind of questionnaire in the appropriate columns across the row marked "Number of individuals receiving questionnaires" on Tables 40, 46, 48, and 49.

B. Enter the number of individuals who completed (returned) each kind of questionnaire in the appropriate columns across the row marked "Number of individuals completing questionnaires" on Tables 40, 46, 48, and 49.

C. Record the percentage who completed each kind of questionnaire on Table 40, 46, 48, and 49.

1. For each column, divide the number who completed questionnaires by the number who received questionnaires.

2. Convert the answer to a percentage.

3. Record that percentage in the appropriate columns across the rows marked "Percent of individuals completing questionnaire" on Tables 40, 46, 48, and 49.

D. Fill in the space at the bottom of Table 49 for the date the questionnaire data was collected. Using the season and the year (such as Fall 1977) should be accurate enough.

Step 11 Supervise tabulation in completing the following tasks that remain. (Substeps F and G can be accomplished at any point during the tabulation after questionnaire responses have been transferred to code sheets.) Remember to give the tables you prepared in Steps 9 and 10 to those tabulating once they reach Substep E below.

A. Once data from Student Questionnaires have been transferred to code sheets, transfer data from Graduate, Faculty/Staff, and Parent Questionnaires to code sheets (Procedural Sections B, C, and D).

B. Add the counts on all code sheets and record sums at bottom (Procedural Sections E, F, G, and H).

C. Transfer the sums on code sheets to summary sheets 1-4 (Procedural Sections I, J, K, and L).

D. Total the sums on the summary sheets (Procedural Section M).

E. Compute percentages and rank orderings and transfer them to tables (Procedural Section N).

F. Record fill-in statements that appear on student and graduate questionnaires and complete table 47 (Procedural Section O).

G. Record any comments that were on the questionnaires (Procedural Section O).

NOTE: Make certain throughout tabulation that task force members have the supplies necessary to complete their tasks. Among those supplies should be sufficient amounts of code and summary sheets, tables, example sheets and tables, and blank sheets of paper or adding machines or calculators.

Step 12 Once the individuals doing tabulation have completed their tasks, file the tabulation materials appropriately at least until the next needs assessment is completed.

A. Completed tables should be placed in the CPSS Program Information File.

B. Code sheets and summary sheets may be filed conveniently elsewhere.

C. Example sheets and tables may be thrown away as long as their masters remain in the envelope labeled "Camera-Ready Masters for Tabulation."

D. Graduate, Parent, and Faculty/Staff Questionnaires should be filed conveniently.

E. Follow the procedures in Step 13 for handling Student Questionnaires.

Step 13 Decide with the Steering Committee whether to use for counseling purposes any questionnaires to which students signed their names.

A. If the questionnaires are <u>not</u> to be used for counseling purposes, file <u>all</u> questionnaires conveniently, according to grade level, until the next needs assessment has been conducted.

B. If the questionnaires with names on them <u>are</u> to be used by counselors, proceed as follows:

1. Separate those with and without names and file by grade level those <u>without</u> names. They should be kept on file until the next needs assessment is conducted.

2. Separate by grade level the questionnaires <u>with</u> names on them and put each grade level's questionnaires in a container labeled by grade level.

3. Transfer the containers to the counseling department and ask that they be returned to you in one year since the questionnaires will loose their counseling usefulness at that time.

NOTE: You are now ready to interpret the data you just tabulated and the data from resource assessment. Instructions for this activity begin in Chapter 5.

CHAPTER 5

Selecting Program Goals

MAJOR ACTIVITIES

- Derive a comprehensive set of career development program goals
- Assign priorities to career development areas and to goals within each area based on needs assessment data
- Select goals for implementation
- Obtain approval and comments from the principal and the Advisory Committee regarding goals and priorities and advise about appropriate infusion points (optional)

Since you now know which career development skills your students need and what resources are available in your school and community, the next step calls for using that information to give your new career guidance program structure and direction by selecting program goals for implementation in your new program. Your selection will be based on needs and resource assessment data, as well as on some special considerations to be explained later in this chapter.

Your school probably will not have enough resources to implement all goals at once, so the process described in this chapter will help you select goals based on sound reasons. It will enable your new program to address your students' most important needs first.

The selection process involves the following activities: (1) deriving program goals, (2) assigning priorities to career development skill areas and to goals within each area, (3) selecting goals for implementation, and (4) reviewing program goals. Procedures for conducting these activities are contained in this chapter under appropriate headings.

Deriving Program Goals

The first activity involves reviewing the comprehensiveness of the CPSS Program Goals List provided in the envelope labeled "Camera-Ready Masters for Selecting Goals." This list contains twenty goal statements, each of which reflects one item on the Student Questionnaire that is translatable to a goal. The list is provided in order to save the Steering Committee the time it takes to write goals in the CPSS format. However, the list may not contain: (1) goals extant in your current program (listed on Program Information File item 1), (2) goals required by your state or district (listed on item 3), (3) goals that would reflect items you added to, or used instead of, those on the CPSS Student Questionnaire, and (4) any other goals considered to be important by the Steering Committee. For this reason, the committee may have to write additional goals so that the total list of goals will comprehensively reflect the needs of the students for whom they were written. The procedures in this chapter will teach the committee how to write goals in the CPSS format that define behaviors students should have in order to make a successful transition from school to work or other education. Uniformity of format can help reduce confusion in communication and should facilitate efficiency and effectiveness as you design your new program.

Assigning Priorities

The next activity involved in selecting goals is assigning priorities to career development skill areas and to the goals within each

area. Ranking areas and goals is necessary because it is extremely unlikely that your school will have enough resources to implement all goals at once. By ranking areas and goals, you will be able to organize career development activities for goals of most importance first and then for goals of lower priority as resources and time permit.

The four questionnaires include five career development skill areas. These areas are: (1) self-awareness, social awareness, and related problem-solving skills—skills students need to become aware of themselves and their environment in order to be effective in the changing world of work; (2) career exploration skills—skills students need to find out information about jobs in order to relate their interests, abilities, and values to various jobs; (3) job acquisition and related problem-solving skills—skills students need to locate, obtain, and adjust to a job; (4) education and training exploration skills—skills students need to find out information about various education or training programs that can best prepare them for jobs; and (5) education and training acquisition and related problem-solving skills—skills students need to locate, enter, and adjust to an education or training program. (If you added items to the CPSS Questionnaires, or used other questionnaires, you should still be able to use the process described in this chapter to derive goals, assign priorities, and select program goals, adapting where appropriate.)

During this activity of CPSS, the Steering Committee will assign priorities to the career development skill areas, based on information gathered on the Student, Parent, Faculty/Staff, and Graduate Questionnaires.

Tables 41-45, completed by the Needs Assessment Task Force, contain percentages of your students who indicated a deficiency in each of the skills described by items on the Student Questionnaire. In CPSS, those percentages are considered to represent the degree of student need for each skill. The Steering Committee also will assign priorities to goals within each career development skill areas, based on the percentages of student need on Tables 41-45.

Selecting Goals

Once the Steering Committee has ranked goals, it will select those goals to be implemented first in your new career guidance program. Much of this selection depends on your professional judgment. Although the priorities of areas and goals reflect questionnaire data, decisions about which goals to actually implement first also should be influenced by such information as: (1) the developmental sequence of career development activities that your school thinks is best, (2) grade level considerations for the purpose of providing assistance to students at all levels, and (3) knowledge of feeder school career development activities that could mean your activities would only duplicate efforts.

CONCURRENT ACTIVITIES

- None

Reviewing Goals

The Advisory Committee (or other external reviewers) and the principal should review all the goals as written, their assigned priorities, the goals selected for implementation, and resources to support goals selected. Because your new program begins to take substantial shape at the goal selection stage, it seems wise to get the principal's approval of goals at this point. And, of course, the Advisory Committee may be able to pro-

vide valuable input into the selection because of their involvement in the real world of work. Both should provide advice relative to the target groups of students and infusion points for selected goals. (Target groups and infusion points are explained in Chapter 6.)

RESULTS

- Completed CPSS Program Information File items 50 (Program Goal), 51 (Career Development Skill Area Priorities), 52 (Career Development Matrix), and 53 (Program Goals Selected for Implementation)
- Structure for your new program as reflected by the goals chosen for implementation

Your procedures for selecting goals begin on the next page.

PROCEDURAL SECTION A

Deriving Program Goals

Step 1 Duplicate copies of the following materials for members of the Steering Committee. Masters for A, B, and C are in the envelope labeled "Camera-Ready Masters for Selecting Goals."

A. CPSS Program Goal List, Form No. 19 — one copy for each member

B. Program Goals, item 50 of the CPSS Program Information File — twenty-five copies (more may be needed later)

C. Directions for Writing Program Goals, Form No. 20 — one copy for each member

D. Completed items 1, 2, and 3 of the CPSS Program Information File — one for each member

E. The list of comments that appeared on the questionnaires

Step 2 Distribute those duplicated materials to the committee and ask members to review them before the first meeting. Set the date for the first meeting.

Step 3 Prior to the meeting, review the materials yourself.

A. Become familiar with the CPSS format for goals. The Directions for Writing Program Goals suggest procedures that should help the Steering Committee gain expertise in writing additional goals in the CPSS format. Decide whether it would be worthwhile to use them.

B. Evaluate the comprehensiveness of the CPSS Program Goal List by comparing it to completed items 1, 2, and 3. Goals that appear on items 1, 2, and 3 but not on the CPSS Program Goal List will have to be rewritten in the CPSS format and added to the Program Goal List. You also may want to write other goals that do not appear on either list, perhaps those conceivably mentioned in the comments that appear on the questionnaires.

C. If goals are going to have to be written, consider how you will assign the writing task to the Steering Committee members. This procedural section outlines the specific tasks to be accomplished.

NOTE: The skills reflected by the goals on the CPSS Program Goal List are psychomotor and cognitive capacities or competencies (skills and knowledge) necessary for the career development of students. Affective behaviors are not included on the list because it is assumed that those kinds of behaviors can be derived at the stage of writing student behavioral objectives for the goals selected. However, if the Steering Committee wants to write goals that reflect affective behaviors, it should feel free to do so.

Step 4 Conduct the first Steering Committee meeting concerning goals. In addition to your copy of the materials you duplicated in Step 1, have on hand a copy of CPSS Program Information File items 20-33 (school and community description), Table 46 (future plans of students and current activities of graduates), Table 47 (occupational choice of students), and Table 48 (general need for career development skills). The Steering Committee should first briefly review this information as background information for the rest of the tasks in Chapter 5.

A. View AV-2 with the other members of the committee and brief the committee on the goal selection process.

B. Help the committee determine whether the CPSS Program Goal List is comprehensive enough by comparing it to items 1, 2, and 3. Decide whether there are other skills that the committee would like to include that do not appear on the list or in the items. (Perhaps you can glean an interest in other goals from the comments that appeared on the questionnaires.)

1. If the list is comprehensive enough and the committee does not want to add goals, go to Step 8 of this procedural section.

2. If the committee decides that there is a need for writing more goals, review the Directions for Writing Program Goals with the committee and continue with Step 5.

Step 5 Make the following assignments to the members, depending on the kinds of goals that need to be written.

A. Some members should be in charge of writing those goals that appear in item 1 but are not covered by the CPSS Program Goal List. Tell them that:

1. Before actually doing the writing in the CPSS format, they should interview the teachers currently accomplishing the goals involved so that they can learn more about the current activities, ask the teachers to be a part of CPSS, and inform the teachers that they will be asked to plan and implement CDUs for the activities they are currently involved in.

2. They should write the goals in the CPSS format.

3. They should decide in which of the five career development skill areas each of their newly written goals belong.

B. Some members should be in charge of writing goals that appear on items 2 and 3 but that are not covered by the CPSS Program Goal List. Tell them that:

1. They should write the goals in the CPSS format.

2. They should decide in which of the five career development skill areas each of their newly written goals belong.

→

Step 5 (Cont'd) C. Some members should be in charge of writing goals that appear on neither items 1, 2, or 3 nor on the CPSS Program Goal List but that the committee feels should be part of your new career guidance program. Tell them that:

1. They should write the goals in the CPSS format.

2. They should decide in which of the five career development areas each of their newly written goals belong.

Step 6 At the next Steering Committee meeting, review each new goal by considering the following questions.

A. Is the goal important to career development?

B. Does the goal have students as the actors?

C. Does the goal state a career development skill, knowledge, or attitude students should have in order to make a successful transition from school to work or further education?

D. Does the goal properly belong in the career development area to which the writer assigned it?

Step 7 Help the committee make any revisions necessitated by the review in Step 6. Add your new revised goals to the CPSS Program Goal List.

Step 8 Partially fill out a copy of Program Information File item 50 for each goal on the CPSS Program Goal List. Refer to the example item 50 in the next page.

A. Number each goal on the list consecutively.

B. Write these numbers on blank copies of item 50 in the space marked "Goal No." Also write in the goal itself in the appropriate spaces.

C. Place a plus sign (+) next to the goals that are not on the survey (goals written by the Steering Committee).

NOTE: The Steering Committee now has completed deriving program goals. The next activity is to assign priorities to areas and the goals within them for the purpose of orderly planning and implementing career development activities. Proceed with the procedures that begin on the next page.

50. Program Goal

This hypothetical number was assigned in Step 8A.

Career Development Skill Area	Goal No.	Priority
Self Awareness-Social Awareness, and Related Problem Solving Skills	3	

Goal The student will be able to identify logical steps in making important decisions in his/her life, such as choosing a job, further education, or a place to live

Behavioral Objectives (Attach additional pages, if necessary.)

Rationale for Selection for Implementation:
(Projected Date for Implementation _____)

Comments:

PROCEDURAL SECTION B

Assigning Priorities

Step 9 Schedule another meeting of the Steering Committee. Duplicate the following materials and ask the members to review them before the meeting. (After reading this procedural section, you can decide how many copies of each you'll want to duplicate, depending on how you want to direct the committee through the task.) Masters B and C are in the envelope labeled "Camera-Ready Masters for Selecting Program Goals."

A. Completed Tables 40-45

B. Career Development Skill Area Priorities, item 51 of the CPSS Program Information File

C. Career Development Matrix, item 52 of the CPSS Program Information File

Step 10 At the meeting, lead the committee in assigning priorities to career development skill areas.

A. Review the Student Questionnaire data summarized on Table 40, which show the need for the skills in each area indicated by students regardless of grade level.

B. Assign tentative priorities A through E to the areas according to the percentage of student need indicated on Table 40. The area for which the highest percentage of student need is recorded on Table 40 should be assigned priority A; priority B should be assigned to the are with the next largest percentage of Table 40, and so on.

C. Record these tentative priorities in the row of boxes across the top of a copy of item 51, Career Development Skill Area Priorities.

Step 11 Assign final priorities to each area.

A. Review data from the Parent, Faculty/Staff, and Graduate Questionnaires summarized on Table 40.

1. Compare the tentative priorities you assigned in Step 10 with the rank orders summarized on Table 40. If marked differences exist, you may want to change the tentative priorities you assigned on the basis of student data. In that case, discuss possible changes as a group. In order to assure that students' assessments of their need are not disregarded, most changes should move a tentative priority only one position (for instance, from A to B). In extreme cases, a tentative priority can be moved two positions. However, never change a priority more than two positions.

2. Decide as a group the final priorities for areas.

B. Record the final priorities in the second row of boxes on item 51, Career Development Skill Area Priorities.

C. Record the areas in order of priority on the list below the second row of boxes on item 51. Include a rationale for having assigned each area its priority by completing the sentences started for you on item 51. (The example on the next page may help you.) Make sure that you explain all priority assignments that differ from your tentative assignments based on student data.

Example

51. Career Development Skill Area Priorities
(Date: _____)

	Area I	Area II	Area III	Area IV	Area V
Tentative priority based on student data on Table 40	B	A	C	E	D
Final priority, taking into account graduate, family, and faculty/staff data on Table 40	B	A	C	D	E

A. Area II: Career Exploration Skills is assigned priority A because: (give rationale below)
This priority reflects student, graduate, faculty/staff questionaire data and no other source of data justifies alternatives.

B. Area I: Self awareness, Social awareness and Related Problem-Solving skills. is assigned priority B because:
This priority reflects student, graduate and family survey data and no other source of data justifies alternatives.

C. Area III Acquisition and Related Problem-Solving Skills. is assigned priority C because:
This priority reflects student and graduate survey data and no other source of data justifies alternatives

D. Area IV: Educational and Training Exploration Skills is assigned priority D because:
although this area ranked fifth according to student survey data, the ranks assigned by graduates, parents, faculty/staff indicated a higher need.

E. Area V: Educational and Training acquistion and Problem-Solving skills. is assigned priority E because:
although this area ranked fourth according to student survey data, the ranks assigned by graduates, parents, and faculty staff indicated a lower need

ATTACH ADDITIONAL SHEETS IF NECESSARY

Step 12 Assign priorities to goals within each career development skill area.

A. Separate your Program Goal forms, item 50, by area.

B. Look at the Program Goal forms (item 50) for one area. Set aside those forms whose goals have a plus sign (+) in front of their numbers. (Having been written by the Steering Committee, these goals are not supported by needs assessment data so they do not have to be rank ordered.)

C. Arrange the other Program Goal forms for goals in that area by looking at the percentages of need listed for them in the "All Grades" column on Tables 41-45. These goal forms should thus be stacked with the form for the goal that had the highest percentage on top and the form for the goal with the lowest percentage on the bottom.

D. Assign a priority number to each goal in the area by numbering the Program Goal forms consecutively from the top in the space on each marked "priority." See the Example item 50 on the next page.

E. Repeat Substeps B-C above for the goals in the other four areas.

→

50. Program Goal

The letter A indicates that the area was assigned the first priority.

The number 1 indicates that the goal was assigned the first priority in its area.

Career Development Skill Area	Goal No.	Priority
Self Awareness, Social Awareness, and Related Problem-Solving Skills	3	A-1
Goal The student will be able to identify logical steps in making important decisions in his/her life, such as choosing a job, further education, or a place to live		

Behavioral Objectives (Attach additional pages, if necessary.)

Rationale for Selection for Implementation:
(Projected Date for Implementation_____)

Comments:

Step 13 Complete item 52, the Career Development Matrix, from which you will select goals about which you have needs assessment data.

A. Record the titles of the areas in the appropriate boxes across the top of item 52, Career Development matrix. (The example matrix on the next page may help you. The priorities of the areas are those in the example item 51 that appeared earlier.)

B. Then record goal numbers and accompanying percentages (from Tables 41-45) for each in the appropriate cells on the matrix. For instance, place in the "A-1 Goal" cell the number (and the percentage of need) of the goal within your priority A area that you ranked number 1. (The percentages in the example are from the example tables used during tabulation.)

NOTE: The Steering Committee now has completed assigning priorities to areas and to goals within them in an organized way. As soon as possible, continue with the procedures for selecting goals for implementation in procedural Section C of this chapter.

Example

52. Career Development Matrix*

Career Development Skill Area Priorities / Career Development Goal Ranks	Priority A Area: Career Exploration Skills	Priority B Area: Self-Awareness Social Awareness Related Prob. Solving Skills	Priority C Area: Job Acquisition Related Prob. Solving Skills	Priority D Area: Education & Training Exploration Skills	Priority E Area: Educ. & Train. Acquisition & Related Problem Solving Skills
1	A-1 Goal: ____ ____ %	B-1 Goal: 2 77 %	C-1 Goal: ____ ____ %	D-1 Goal: ____ ____ %	E-1 Goal: ____ ____ %
2	A-2 Goal: ____ ____ %	B-2 Goal: 3 67 %	C-2 Goal: ____ ____ %	D-2 Goal: ____ ____ %	E-2 Goal: ____ ____ %
3	A-3 Goal: ____ ____ %	B-3 Goal: 1 60 %	C-3 Goal: ____ ____ %	D-3 Goal: ____ ____ %	E-3 Goal: ____ ____ %
4	A-4 Goal: ____ ____ %	B-4 Goal: 5 58 %	C-4 Goal: ____ ____ %	D-4 Goal: ____ ____ %	E-4 Goal: ____ ____ %
5	A-5 Goal: ____ ____ %	B-5 Goal: 6 55 %	C-5 Goal: ____ ____ %	D-5 Goal: ____ ____ %	E-5 Goal: ____ ____ %
6	A-6 Goal: ____ ____ %	B-6 Goal: 4 53 %	C-6 Goal: ____ ____ %	D-6 Goal: ____ ____ %	E-6 Goal: ____ ____ %

*For area priorities, enter the career development skill area title in order of priorities A through E, based on data summarized in Table 40; for each goal rank cell, enter the goal number and percent of student needs based on data summarized in Tables 41-45.

PROCEDURAL SECTION C

Selecting Goals for Implementation

Step 14 Schedule a meeting of the Steering Committee and give copies of the following to members and ask them to review them before the meeting.

A. CPSS Program Goal List

B. Completed Career Development Matrix, item 52

C. Program Goals Selected for Implementation, item 53

Step 15 Review the goal selection procedures outlined in this section before the meeting.

Step 16 Begin the meeting by explaining that CPSS strongly recommends that all goals in your current career guidance program be continued in your new program, regardless of needs assessment data. Enter those goals on the form Program Goals Selected for Implementation, item 53. These goals are thereby selected for implementation. Continuing already existing goals should help secure faculty/staff support and involvement in CDU production activities.

Step 17 With the Steering Committee, select additional goals for implementation.

A. Available resources should be considered, (see items 4-23 of the CPSS Program Information File), as should the readiness of your school's faculty/staff, students, and parents to implement career development activities. Unless they are completely ready, it will probably be best to implement only a few goals at a time to help guarantee success. Being able to show success is important when effecting change. The number of new goals selected should be based on the number of teachers and counselors in your school who have expertise in career development. The idea is to not be overly ambitious at the beginning and not to exceed your resources.

B. Select goals to be implemented by reviewing the matrix and the Program Goal List.

1. Select a goal in a higher priority area before selecting a goal in a lower priority area.

2. Within an area, select a goal assigned a higher priority before a goal assigned a lower priority.

3. Exceptions to the "rules" in 1 and 2 above may result from your consideration of developmental program sequencing, grade levels you want to reach (Tables 41-45), and career development programs that exist in your feeder schools, (item 2 of the CPSS Program Information File). Also, graduate information about each goal (Table 49) may influence your decision.

C. Review those goals in item 50, Program Goals, with plus signs (+). These goals have been added by the Steering Committee and do not appear on the survey, or the matrix. Though there is not survey data on these goals, some need data may have been collected through another source. Decide which of these goals, if any, should be selected now for implementation.

D. Record the goals selected on item 53, Program Goals Selected for Implementation. Write a rationale for selection and the projected date for implementation for each goal on item 50, Program Goals. Be sure to justify in your rationale any decisions for selecting a lower priority goal if any goals of higher priority in the same area were not selected.

E. On the Career Development Matrix, place an asterisk (*) in the cell of each goal that reflects a goal in your current program and in the cell of each additional goal selected for implementation.

NOTE: You now have finished selecting goals for initial implementation into your new program. Procedures for their review begin on the next page.

Later in your program, you will use the procedures you just completed to select more goals for implementation as time and resources permit. When you select those goals, you probably should be more concerned about developmental sequencing than you were when you selected the first goals. In addition, be sure to plan sufficiently ahead for the new goals so that needed resources will be available and so that any scheduling adjustments can be made. The Career Development Matrix, Program Goal forms, and the Program Goals Selected for Implementation forms should be updated immediately after each new goal is selected.

PROCEDURAL SECTION D

Program Goal Review

Step 18 Share the results of the Steering Committee's work on goals with the principal and the Advisory Committee (if you have one).

A. To expedite matters, you should make a personal presentation to explain and defend committee decisions. You may also want to discuss CDU development as a way to achieve these goals.

B. Be prepared to furnish the principal and Advisory Committee sufficient copies of Program Information File items 50-53.

> NOTE: This also would be a good time for the Advisory Committee to review completed Program Information File items 9-19 concerning community resources.

Step 19 Make changes in the arrangement of goals that are justified by feedback from the principal and the Advisory Committee.

> NOTE: Once the review of goals has been completed, you may begin your procedures for CDU development as outlined in the next chapter.

CHAPTER 6

MAJOR ACTIVITIES

- Select infusion points for each CDU
- Select CDU instructors
- Orient CDU instructors
- Monitor CDU production
- Review and approve CDUs
- Monitor CDU implementation and evaluation

CONCURRENT ACTIVITIES

- None

Producing CDUs

By selecting program goals you have chosen where you want your new program to go. Now you must decide how to get there by producing career development units that will help students meet behavioral objectives that reflect your goals.

A career development unit (CDU) is a teaching and/or counseling activity that is designed and written to establish methods for achieving all or part of a given goal. Several CDUs may be required to reach a goal, or the same CDU may address one or several related goals. A CDU consists of a statement of: objectives, participant group, methods for achievement, time and place of participation, and the evaluation plan. The CDU format and a sample CDU appear in the procedural guide entitled *Producing CDUs*. Once CDUs are written, they will be taught and evaluated. Together, they will constitute your new career guidance program.

You and the Steering Committee will not actually write CDUs but you will be actively involved in their overall production. Your first step will be to work with instructors of current guidance activities in order to convert those activities to the CDU format. Then infusion points must be selected for the new program goals that you selected. An infusion point is the point at which you want to integrate the CDUs for each goal into your school. For instance, a CDU may be taught in an existing course, in a special course created for that purpose, or in a program offered by a community agency. A CDU can be taught anywhere. Any advice about infusion points that you received from the Advisory Committee when they reviewed your goals should be helpful. Along with deciding infusion points, you will be deciding which groups of students will accomplish each goal. Such target groups which will participate in CDUs could be, for example, all ninth grade students, all math students, or all non-college-bound seniors. You do not have to reach all students in a target group during one teaching of a CDU.

Using the selected infusion points and target groups as a guide, you and the Steering Committee will choose CDU instructors to write, teach, and evaluate the CDUs as outlined in the procedural guide *Producing CDUs*. For instance, if the target group is all freshmen, you could ask the instructors of freshmen English classes (or any other class attended by all freshmen) to be CDU instructors. Each instructor could write the CDU individually or in a group.

You, the behavioral objective specialist, the method specialist, and the resource leader may be called upon by the instructors for assistance as they write CDUs. The Steering Committee will review all the CDUs before they are taught. After they teach them, the instructors will evaluate the CDUs using the CDU evaluation form (Form No. 21), and you will file that form with the rest of each CDU as item 54 of the CPSS Program Information File.

RESULTS

- Completed CDUs
- Evaluation data for each CDU

Your procedures for CDU production begin on the next page.

PROCEDURES

Step 1 Duplicate one copy of item 54 of the CPSS Program Information File and as many copies of CDU evaluation form (Form No. 21) as you will have CDUs. Masters of both are in the envelope labeled "Camera-Ready Masters for CDUs and Annual Program Review." Place item 54 in the appropriate place in the Program Information File. Give the copies of the CDU evaluation form to the instructors in Step 6.

Step 2 Brief the Steering Committee on the production of CDUs, viewing with them AV-4, and helping them become familiar with the format for CDUs required by CPSS.

Step 3 Assign members of the committee (or decide to do it yourself) to work with instructors of current career guidance activities in your school to convert those activities to CDUs.

Step 4 With the committee, decide on infusion points and target groups for each new goal selected for implementation. Consider the advice about CDU development given by the Advisory Committee during its review of program goals. You will be deciding which group(s) of students (e.g., ninth grade students, all math students, non-college-bound seniors), will be the target of each goal's activities and, how to reach those students (e.g., through an existing course, a special course, a program offered by a community agency). Remember that you do not have to reach all of your target group on your first CDU attempt. Also, it may be best for you to decide generally where to place the CDU (e.g., freshmen English) and then decide specifically where to place it (e.g., Mr. Brown's third period English class) as you select CDU instructors (Step 5).

Step 5 With the committee and keeping in mind the infusion points and target groups decided upon, select CDU instructors.

A. Find out from those instructors whether they want to write their CDUs individually or as a group.

Step 6 Brief the instructors (of CDUs for both new and old goals) on CDU production, personally or in a general meeting held by you and/or members of the Steering Committee.

A. View AV-4 with them.

B. Give them copies of the procedural guide *Producing CDUs* and the CDU evaluation form.

C. Give each of them a copy of the goal or goals that the activities of their CDU(s) will address.

D. Make sure each instructor knows the infusion points and target group for the CDU so he or she can fill out sections 4 and 5 of the CDU format.

E. Make sure that the instructors know that they can request the services of the resource leader, method specialist, and behavioral objective specialist.

Step 7 Monitor the instructors' production of CDUs, serving as a resource person when necessary.

Step 8 Receive the completed CDUs from the instructors. The Steering Committee reviews each CDU for quality. Use the criteria at the end of this chapter as a guide.

Step 9 Ask the CDU instructors to make any changes necessitated by the review.

Step 10 Record the behavioral objectives for each CDU on item 50 of the CPSS Program Information File.

Step 11 Make a copy of each CDU and place it behind the cover sheet filed for item 54 of the Program Information File and return the original of each CDU to the instructor(s) responsible for its implementation.

Step 12 Monitor the implementation of the CDUs.

A. Consider using a chart (or charts) to keep track of the dates, places, and times all CDUs are implemented. Such a chart should help you get an overall view of your program and should also help you select the infusion points for additional goals you choose to implement later.

B. Depending on the size of your school, you may want to develop one chart for all courses or a chart for each course area (such as English). The important thing is to develop whatever will be most helpful to you.

C. The partially completed chart on the next page may give you some ideas.

Step 13 After implementation of a CDU, collect the CDU evaluation results. If you want to repeat or revise the CDU before the Annual Program Review, you may follow the procedures in Chapter 7 dealing with the evaluation of the current program. File a completed CDU evaluation form and any additional evaluative data for each CDU as part of item 54 in the Program Information File.

NOTE: You have now completed production of CDUs for goals selected for initial implementation. As time and resources permit, select additional goals (by repeating appropriate steps in Chapter 5) and produce CDUs for them by repeating the procedural steps in this chapter.

CDU MANAGEMENT CHART

CDU Title	Course: English III						Course: English IV					
	Period, Number of Students, Dates Taught:						Period, Number of Students, Dates Taught:					
Job Application	Jones 2nd. (30) 4-1 to 4-5	Brown 3rd. (30) 4-1 to 4-5	Brown 4th. (34) 4-1 to 4-5	Smith 4th. (26) 4-1 to 4-5	Black 5th. (37)	Brown 6th. (35)	White 7th. (35)					
Resumes								Miller 2nd. (35)	Dunn 3rd. (30) 5-6 to 5-16	Jackson 4th. (35) 5-6 to 5-16	Holloway 4th. (35)	Butler 6th. (34)	Brown 7th. (34)

Criteria for Reviewing Career Development Units

Each career development unit that is submitted to you for review should to the extent possible provide detailed information on all topics outlined in the CDU format. The following are suggested procedures for reviewing each career development unit.

At minimum, the review should address the following:

A. Skill level appraisal

1. Do the criterion behavioral objectives comprehensively define the skills and knowledge needed by students to accomplish the goal or goals?

2. Are the students given the opportunity to achieve basic skills and knowledge before attempting to acquire more complex behaviors?

3. Do the individuals (teachers, counselors, peers, etc.) who are to assist students to achieve the behavioral objectives have sufficient skills and knowledge to do so? Is staff in-service education needed?

4. Will the methods and activities specified in the plan enable students to achieve the behavioral objectives? Could other methods be more effective? Could other methods be more efficient?

5. Is the number of students participating in the career development unit sufficiently large to permit a meaningful reduction of student needs for career development skills and knowledge associated with the goal?

B. Organizational appraisal

1. If appropriate, can the infusion of the career development methods and activities into ongoing courses or programs be effective?

2. Are the resources (people, equipment, space, and materials) needed to implement the career development unit adequate? Can other resources, especially those outside of the school, be utilized for the career development unit?

C. Completeness

1. Are all parts of the CDU included?

CHAPTER 7

MAJOR ACTIVITIES

- Prepare for annual program review
- Conduct annual program review to:

  Review the progress levels of the CDUs implemented during the past year

  Review goals that have not yet been implemented

  Make decisions concerning the revision and expansion of your program for the coming year

CONCURRENT ACTIVITIES

- None

Annual program review is accomplished by the Steering Committee, with probable assistance from the CDU instructors. The Advisory Committee and principal should review the results and make recommendations. The actual revision and expansion of existing CDUs and the development and implementation of additional CDUs are performed by individual CDU instructors following the decisions made by the Steering Committee during the annual program review.

Annual program review should give you a comprehensive view of your existing program and help you decide what revisions and expansion should be made next year.

Reviewing Your Program Annually

You have designed and implemented your new career guidance program and evaluated CDUs on an individual basis. What remains to be done is to evaluate your program as a whole and to make plans for changes in the coming year. CPSS calls this task the annual program review. Annual program review occurs at two points during the year: near the conclusion of one school year, and near the beginning of the next. The task consists of three major activities:

1. Reviewing the progress levels of the CDUs implemented during the past year,
2. Reviewing goals that have not yet been implemented,
3. Making decisions concerning the revision and expansion of your program for the coming year.

RESULTS

- Completed Annual Summary of CDU Evaluation (CPSS Program Information File item 55)
- Recommendations for the improvement of current CDUs
- Updated version of the list of program goals selected for implementation (CPSS Program Information File item 53)
- Plans for next year's program

Your procedures for directing the tasks begin on the next page.

PROCEDURES

Step 1 Prepare for the Steering Committee meeting(s) concerning annual program review.

A. Complete item 55 of the CPSS Program Information File (Annual Summary of CDU Evaluations) by summarizing evaluation results from all CDUs that have been implemented during the year.

1. Information needed for completing columns 1 through 5 of the item can be found in the CDUs (item 54). Information needed for completing columns 6-9 can be obtained from the results on the CDU evaluation form (item 54).

2. An example of a completed item 55 is displayed on the next page.

B. If necessary, obtain CDU instructor comments and recommendations for CDU improvement identified in the CDU evaluations.

C. Discuss with the resource leader the timeliness of the resource information (Program Information File, items 2-33). If resources need to be updated at the present time, ask the resource leader to do so.

D. Make sure that item 53 of the Program Information File (Program Goals Selected for Implementation) has been updated to include all goals that have been selected.

E. Select a time and date as close to the end of the school year as possible so that a majority of the Steering Committee members will be able to attend the meeting.

F. Duplicate sufficient copies of the following updated materials in the CPSS Program Information File for the Steering Committee members:

1. Program Goals Selected for Implementation (item 53)

2. Annual Summary of CDU Evaluations (item 55)

3. Resource Assessment items (items 2-33)

4. Program Goal List (Form No. 19)

5. Career Development Matrix (item 52)

6. Needs Assessment tables (Tables 41-45)

G. Have available the career development units and evaluation results (item 54) for the Steering Committee members. You may make copies of any part of this item, as you deem necessary. Also, have available item 50, Program Goals, and Needs Assessment table 49.

Example

55. Annual Summary of CDU Evaluations (School Year 1977-78)

1. Goal No. and Priority	2. CDU ID	3. Number of Times Implemented & Evaluated	4. Target Participants (Number & Description)	5. Actual Number of Participants	6. Behavioral Objective ID	7. Number of Students Attempting Objective	8. Number of Students Achieving Objective	9. Percent of Students Achieving Objective
Goal #9 A-1	Job Application	1	248 (11th graders)	120	9.1 9.2 (20)	120 120	100 104	83% 87%

NOTE: The following steps should be undertaken in as many Steering Committee meetings as required. In Steps 2-8 there are two major tasks to be accomplished. (1) Steps 2-5 describe how to review progress levels of current CDUs and make tentative decisions about improvements to them. As you and the committee make a decision involving current CDUs, you may want to get recommendations from the CDU instructors. (2) Steps 7-8 describe selecting additional goals and CDUs for implementation for the coming year.

Step 2 Prepare a sheet for each CDU upon which you will record recommendations made during Steps 3-5.

Step 3 With the committee, determine the success of each CDU implemented during the past year.

A. Determine whether the achievement rates for the behavioral objectives are satisfactory. (The rates for the behavioral objectives appear in columns 6-8 on item 55, Annual Summary of CDU Evaluations.) Since there are no hard and fast rules for what constitutes a "satisfactory" rate, you will have to rely on your professional judgment. Perhaps you'll want to establish a minimum rate of achievement for all behavioral objectives.

B. Review the CDU evaluation, item 54, for suggestions and recommendations concerning the adequacy of the behavioral objectives, methods or activities, resources, infusion points, or any other element of the CDU that may need improving.

C. Based on your revisions in Step 3A and 3B, record all recommendations (and a rationale for them) for each CDU on its recommendation sheet prepared in Step 2.

Step 4 For each CDU that has been implemented during the past year, the Steering Committee should determine whether all of the behavioral objectives for the goal that the CDU addresses have been implemented.

A. Referring to item 54 (Career Development Units) of the Program Information File, determine whether all important behavioral objectives for a goal being implemented have been addressed by the CDU. (Student or instructor comments in item 54 may be useful here.)

B. If any critical behavioral objectives have been omitted from the CDU, review the resources available for expanding the number of behavioral objectives taught in the CDU. If resources are not available, consider either reallocating existing resources within the school or obtaining the required resources.

C. Record any recommendations regarding adding behavioral objectives, new methods, resources for implementing these objectives, and possible changes of infusion points and their rationales on the recommendation sheet for each CDU.

Step 5 For each CDU that has been completed during the past year, determine whether the number of students participating in the CDU has been large enough.

A. Using the information provided on item 55 of the CPSS Program Information File, see whether the target number of students approximates the actual number of students who participated in the CDU.

B. If the actual number of students participating in a CDU is considerably less than the target number, review the available resources listed in the CPSS Program Information File for resources that could be used to increase the student participation rate. If resources are not available, consider ways to reallocate existing resources or acquire new resources.

C. Examine closely the existing infusion strategy and consider the following.

1. Can the existing infusion strategy reach all of the desired student participants?

2. If the existing infusion strategy utilizes an existing class, should the CDU be expanded to additional classes?

3. If the existing infusion strategy utilizes an existing course area, should the CDU be expanded to additional classes within the course area or to additional course areas?

4. Would the creation of an independent class or course for this CDU be appropriate?

5. Should several CDUs be merged into an independent class or course?

D. Place any committee recommendations regarding either expansion within the same infusion strategy or a change in infusion strategy on the CDU recommendation sheet. Include a rationale for your recommendations.

> NOTE: If you have not yet involved input from the CDU instructors, discuss with them now your recommendations for improving the current CDUs. If you have made adjustments to your recommendations along the way, you may now want to prepare clean copies of your recommendation sheets.

Step 6 Determine the availability of resources for selecting additional goals in the coming year. (See items 4-33 of the CPSS Program Information File.) Pay particular attention to the expertise, readiness, and the availability of faculty/staff in the area of career development. If additional resources are not available, proceed to step 8. If additional resources are available, proceed with step 7.

Step 7 Follow program goal selection processes outlined in Selecting Program Goals, Chapter 5, Section C, Step 17 A-E. It is strongly recommended that these procedures be closely followed when selecting additional goals.

> **NOTE:** Where possible, use the information contained in the Career Development Matrix (item 52) and Needs Assessment (tables 41-45) when making your decisions in selecting additional goals for implementation. (Goals not yet implemented are those without asterisks.) When using the information, however, keep in mind that it applies to different grade levels (e.g., last year's ninth grade information applies to this year's tenth grade). Also, the longer it has been since readministering needs assessment questionnaires, the less current the inforamtion will be. Be sure to update the Career Development Matrix by placing an asterisk (*) in the cell of the new goals selected for implementation.

Step 8 If resources permit, make plans for the development of additional CDUs and the revision of current CDUs in the summer.

Step 9 Submit the following for review by the principal and the Advisory Committee and make appropriate adjustments based on their review.

A. All CDUs implemented during the last year (item 54)

B. Annual Summary of CDU Evaluations (item 55)

C. All CDU recommendation sheets

D. All new goals selected for implementation (item 50)

Step 10 Develop a brief plan that outlines the tasks you want to accomplish next year and the tentative schedule for accomplishing these tasks. This completes the committee's responsibilities for annual program review at this time.

Step 11 Reproduce one copy of the final CDU recommendation sheet for each CDU and deliver the copy to the appropriate CDU instructors. Request the CDU instructors to begin incorporating the recommendations into the CDU as soon as possible. Be sure to keep the CDUs in item 54 of the CPSS Program Information File updated.

Step 12 Transfer the original copy of the CDU recommendation sheets to item 55 of the Program Information File (Annual Summary of CDU Evaluation). These recommendations should be used in evaluating the effectiveness of the revised CDUs after another year of implementation.

NOTE: The summer vacation of the school year should take place between steps 12 and 13. If feasible, involve current and new CDU instructors in revising current CDUs and developing new CDUs during the summer. In working on CDUs, follow CDU procedures outlined in Chapter 6 of this Handbook.

Step 13 Conduct a meeting for all CDU instructors near the beginning of the school year to reacquaint past instructors and orient new instructors to the coming activities during the school year and to make final program adjustments, if necessary.

Step 14 Inform faculty/staff of the coming program activities during the school year.

NOTE: Continue working on CDU development, implementation, and evaluation throughout the year. The third level of evaluation in CPSS takes palce about every three years.

During the year that you readminister questionnaires, use the next chapter, Chapter 8, as the central document for the overall evaluation and planning of your career guidance program. Program reassessment (Chapter 8) will refer you to appropriate procedures in the following chapters in this handbook:

Chapter 3, Assessing Needs: Surveying

Chapter 4, Assessing Needs: Tabulation

Chapter 5, Selecting Program Goals

Chapter 7, Reviewing Your Program Annually

CHAPTER 8

MAJOR ACTIVITIES

- Change the Student and Graduate Questionnaires and appropriate tables to include any new goals
- Readminister Student and Graduate Questionnaires
- Complete new needs assessment tables
- Establish new priorities among career development goals and areas by completing a new Career Development Matrix
- Evaluate your current career guidance program
- Select additional goals for implementation
- Make new program plans for next year

Reassessing Your Program

Information on the progress of students can be obtained during any year as long as the school has conducted CDU evaluations and the annual program review. However, there is a need to gather evidence, through readministering questionnaires, on the overall impact of your program. By relating this evidence to the actual operation of CDUs, ways for improving the delivery system of the CDUs currently existing in your school can be identified. Moreover, since the last needs assessment, there has been a change in student population. New students may have a different level of skill for career development goals not yet implemented. Unless this new level is identified, plans for expanding your program will be less than effective. In short, program reassessment should help your school improve its career guidance program and point the way for further development.

Program reassessment is actually the annual program review combined with a new needs assessment. This needs assessment requires the collection of two sources of information: Student and Graduate Questionnaire data. (Parent and Faculty/Staff Questionnaires are not readministered since their main purpose was to assist you in getting your career guidance program started.) Comparing the new and old student data will tell you whether your career guidance program is reducing the needs of all students. The graduate data will serve as an external validation of your program's impact by summarizing the reactions of those who have had a chance to apply career development skills they learned in school to real-life situations they've been involved in since. You will use this additional information as you follow the same evaluation processes outlined in annual program review, Chapter 7.

The frequency of program reassessment is determined by the individual school and depends on such factors as the number of goals being implemented, the desire for impact and student needs data, and the amount of resources available for the effort. However, it is recommended that program reassessment be conducted every three years. In order to allow sufficient time for collecting and tabulating needs assessment data, program reassessment should be initiated at the beginning of the second half of the school year. These data should then be ready (in the form of new needs assessment tables and a new Career Development Matrix) for the end-of-the-year annual program review meeting.

CONCURRENT ACTIVITIES

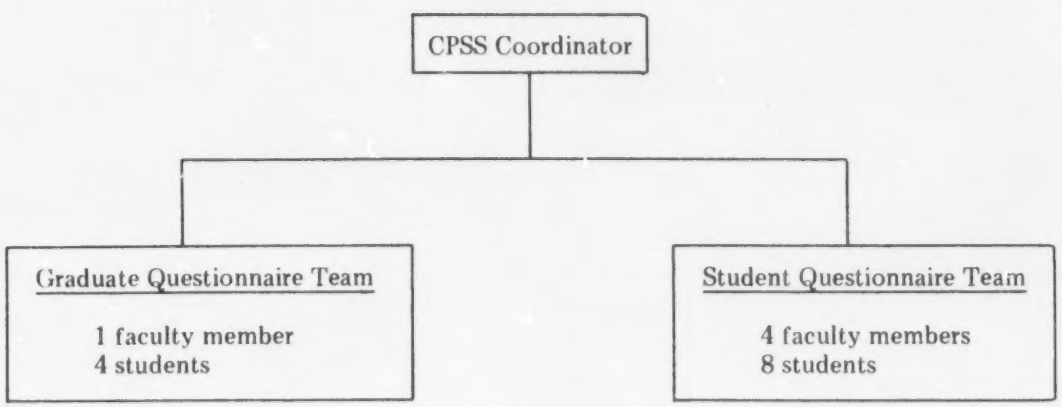
- Continuous development, implementation, and evaluation of CDUs

Committee and Task Force Involvement

Program reassessment is performed in part by the Steering Committee. The Program Reassessment Task Force closely resembles the original Needs Assessment Task Force. You, as CPSS coordinator, will head both the task force and the committee. Two teams, the Graduate Questionnaire Team and the Student Questionnaire Team, comprise the task force and will administer questionnaires to graduates and students, respectively. They also will tabulate the resulting information and record it on tables similar to those used in needs assessment. The Graduate Questionnaire Team consists of one faculty member and four students. The Student Questionnaire Team consists of one faculty member and two students for each of the grade levels to be surveyed. The diagram below represents the position of the Program Reassessment Task Force for a school planning to survey students in four grade levels.

Once the Program Reassessment Task Force has collected the data and displayed them in tables, the CPSS coordinator will complete the Career Development Matrix. The coordinator and the rest of the Steering Committee are then responsible for the evaluation of the current program (using both CDU evaluations and survey data) and for the selection of additional goals (based on newly established priorities).

Program Reassessment Task Force



RESULTS

- Completed new needs assessment tables (CPSS Program Information File, Tables 41-47 and 49, and graduate and student columns of Tables 40 and 48)
- Updated Program Goal forms (CPSS Program Information File, item 50) and updated Program Goal List (Form No. 19)
- Completed new Career Development Matrix (CPSS Program Information File, item 52)
- Completed Annual Summary of CDU Evaluations (CPSS Program Information File, item 55)
- CDU recommendation sheet for each existing CDU
- Completed new Program Goals Selected for Implementation (CPSS Program Information File, item 53)
- A brief program plan outlining major activities and schedule for the next year

Your procedures for program reassessment begin on the next page.

PROCEDURES

Step 1 Brief the Steering Committee on program reassessment. Together, decide whether a program reassessment should be initiated during this school year.

A. Before attempting to initiate program reassessment, you should make sure that the following criteria have been met:

1. Enough time remains in the school year to organize, plan, and administer and tabulate Student and Graduate Questionnaires.

2. Enough resources are available to reproduce an adequate supply of Student and Graduate Questionnaires and related materials.

3. Enough people are available to perform the tasks involved in program reassessment.

4. Enough career development units have been implemented to warrant collecting program reassessment information.

B. If you decide that program reassessment <u>should not</u> be initiated during this school year, continue developing CDUs according to the procedures outlined in Chapter 6 and conduct annual program review near the end of the school year by following procedures outlined in Chapter 7. Do not continue with the procedures in this chapter.

C. If you decide that program reassessment <u>should</u> be initiated during this school year, follow the remaining procedures outlined in this chapter.

Step 2 Lead the Steering Committee in making necessary transitions to initiate a program reassessment. Make certain the following is accomplished before program reassessment is initiated.

A. Review the Program Goal List (Form No. 19) and Program Goal forms (CPSS Program Information File, item 50) to identify all program goals that do not appear on the original Student Questionnaire and Graduate Questionnaire (e.g., goals originating from state and local requirements, goals existing in the school prior to CPSS, or goals generated to make the list of goals under each career development area more comprehensive). At this time, the Steering Committee also may add more goals to the Program Goal List. These additional goals should be written according to the Directions for Writing Goals (Form No. 20). Classify these new goals into appropriate career development skill areas. Review each new goal and complete all necessary paper work as described in Steps 6-8 of Section A, Chapter 5 of this handbook.

B. If no program goals have been written based on sources other than the items on the original Student Questionnaire, proceed now to Step 3, below.

C. If program goals <u>have</u> been written based on sources other than the items on the original Student Questionnaire, make sure that:

1. Additional Student Questionnaire and Graduate Questionnaire items are written and added to the questionnaires for these additional goals.

2. Needs assessment tables are revised to include the added new questionnaire items.

Step 3 Organize and lead the Program Reassessment Task Force in readministering Student and Graduate Questionnaires by following the procedures outlined in Chapter 3, Assessing Needs: Surveying. It is recommended that these procedures be closely followed. However, the following modifications should be taken into consideration:

A. Skip all procedural steps for surveying parents and faculty.

B. A shortened version of the Graduate Questionnaire should be used in program reassessment. Delete the last page of the Graduate Questionnaire before duplication and readministration.

C. Instruct the Student Questionnaire Team and Graduate Questionnaire Team to follow the following two sections in the procedural guide *Assessing Needs: Surveying.*

   a. Student Questionnaire Team Procedures

   b. Graduate Questionnaire Team Procedures

Step 4 Lead the Program Reassessment Task Force or other groups of individuals in tabulating student and graduate data by closely following the procedures outlined in Chapter 4, Assessing Needs: Tabulation. When following the procedures in Chapter 4, keep the following modifications in mind:

A. Before duplicating copies of materials needed for tabulation, make the following necessary adjustments:

1. Delete the Parent Code Sheet, Faculty/Staff Code Sheet, and Graduate Code Sheet 2.

2. Blank out the "Faculty/Staff Total" and "Parent Total" rows of the "General Need" columns of Summary Sheet 3.

3. Delete Summary Sheet 4.

4. Blank out the "Parent " and "Faculty/Staff" columns of Table 48.

5. Blank out the "Graduate," "Parent," and "Faculty/Staff" columns of Table 40.

B. Skip all procedural steps for tabulating Parent and Faculty/Staff Questionnaire data.

C. Instruct the Program Reassessment Task Force to accomplish the following procedural sections in the procedural guide *Assessing Needs: Tabulation* related to tabulating Student and Graduate Questionnaire data (Delete the procedural steps related to tabulation of Parent and Faculty/Staff Questionnaires in those sections with asterisks below).

1.	Section A,	Transferring Responses from Student Questionnaires to Student Code Sheets
2.	Section B-1,	Transferring Responses from Graduate Questionnaires to Graduate Code Sheet 1
3.	Section E,	Adding the Counts on Student Code Sheets
4.	Section F-1,	Adding the Counts on Graduate Code Sheet 1
5.	Section I,	Transferring the Sums on Student Code Sheets to Summary Sheets 1 & 3
6.	Section J*,	Transferring the Sums on Graduate Code Sheets to Summary Sheets 2 & 3
7.	Section M*,	Totaling Summary Sheets 1, 2, & 3
8.	Section N*,	Computing Percentages and Transferring them to Nine Tables
9.	Section O*,	Recording All Fill-in Statements, Comments Including Completing Table 47

Step 5 Once data tabulation is completed, you should receive the following:

A. Completed Student Code Sheets and Graduate Code Sheet 1

B. Completed Summary Sheets 1, 2, and 3

C. Completed Tables:

1. Table 40: Relative Importance of Five Career Development Skill Areas
2. Tables 41-45 Student Needs for Each Career Development Skill
3. Table 46: Future Plans of Students and Current Activities of Graduates
4. Table 47: Occupational Choice of Students
5. Table 48: General Need for Career Development Skills
6. Table 49: Graduate Evaluation of Career Guidance Program

Step 6 Reassign priorities to each career development skill area and to goals within each area based on student questionnaire data summarized on needs assessment tables 40-45.

A. Have available the following materials:

1. Completed needs assessment tables 40-45—Table 40 will be used to assign priorities to areas, while Tables 41-45 will be used to assign priorities to goals within each area.
2. Program Goal forms (item 50 of CPSS Program Information File)—Erase the old priority from each goal form.
3. A blank copy of the Career Development Matrix (item 52 of the CPSS Program Information File).

B. Assign priorities A-E to the career development skill areas based on the percentages of student need for each area recorded on Table 40. Assign priority A to the area with the highest percentage of student need, B to the area with the next highest percentage of student need, and so on. Record the area titles in the appropriate priority spaces on the Career Development Matrix.

C. Follow Steps 12 B-D and 13B in Section B of Chapter 5, Selecting Program Goals in completing the following remaining tasks in priority assignment.

1. Assign priorities to goals within each career development skill areas.
2. Record the new priorities assigned to each goal onto the Program Goal forms.
3. Complete the Career Development Matrix.

NOTE: Be sure to asterisk all those goals in the matrix that are currently in operation.

Step 7 Prepare for the program reassessment meeting which takes the place of the end-of-the-year annual program review meeting.

A. Make available both the new and old Career Development Matrix (item 52) and the new and old needs assessment Tables 41-45 and 49. This information will be used for assessing the overall impact of your current career guidance program.

B. Follow Step 1 of Chapter 7, Annual Program Review, in preparing for an evaluation of overall progress of CDUs.

Step 8 Conduct the Steering Committee meeting on program reassessment.

A. Evaluate the overall impact of the career guidance program by answering the following two questions for each asterisked goal in the new matrix. Record the committee's conclusions about each asterisked goal on a separate sheet of paper.

1. How successful has the program been in reducing student needs? Compare the priorities and percentages for each goal in the old and new matrices. Determine whether the priorities and percentages have decreased for the goals being implemented. If they have, this may indicate that the current program has been effective in reducing student needs. If not, this may suggest that the current program has not been effective, or that it has not reached enough students. If a goal has been directed toward a particular grade level, look at the grade level data for that goal on the appropriate needs assessment table (old and new). Again, answer the question: How successful has the goal been in reducing student needs?

2. How adequate has the current program been as perceived by graduates? Inspect Table 49, Inadequacy of Career Development Assistance as Indicated by Graduates, to review the adequacy of the current program as assessed by the graduates.

B. Incorporating what has been discovered or decided in A, above, evaluate each CDU in terms of its success rates and the needed improvements by following closely the procedural steps 2-6 of Chapter 7, Annual Program Review. As you make adjustments to your career guidance program, take into consideration also any changes in your feeder schools' programs, as shown in updated item 2 of the CPSS Program Information File.

NOTE: After several years of successful implementation of a goal, you may want to de-determine whether that goal is still important for the career development of your students. Program reassessment will show you whether the students are accomplishing the goal but not whether it is still important to them. You may make this determination based on your own judgment, inputs from the Advisory Committee, or other sources of information. Eliminate a successful goal, only if there is very strong evidence that it is no longer important to the career development of your students.

Step 9 Determine the availability of resources for selecting additional goals in the coming year. Pay particular attention to the expertise, readiness, and the availability of faculty/staff in the area of career development. If additional resources are not available, proceed to Step 11. If additional resources are available, proceed with Step 10 below.

Step 10 Follow program goal selection processes outlined in Selecting Program Goals, Chapter 5, Section C, Steps 17A, B, C, and E. It is strongly recommended that these procedures be closely followed when selecting additional goals. Use the newly completed Career Development Matrix and Needs Assessment Tables 41 through 45 (for grade level data) when selecting additional goals. Place emphasis on the high priority non-asterisked goals in the Career Development Matrix.

Step 11 Follow procedural Steps 8-15 Chapter 7, Annual Program Review, in completing the remaining tasks involved in program reassessment, which involves making plans for the career development activities of the coming year.

Step 12 Continue working on CDU development, implementation, and evaluation as outlined in Chapter 6 of the handbook.

NOTE: You have now completed program reassessment tasks. For an optional method of displaying old and new student needs assessment data, see the Appendix that follows.

APPENDIX

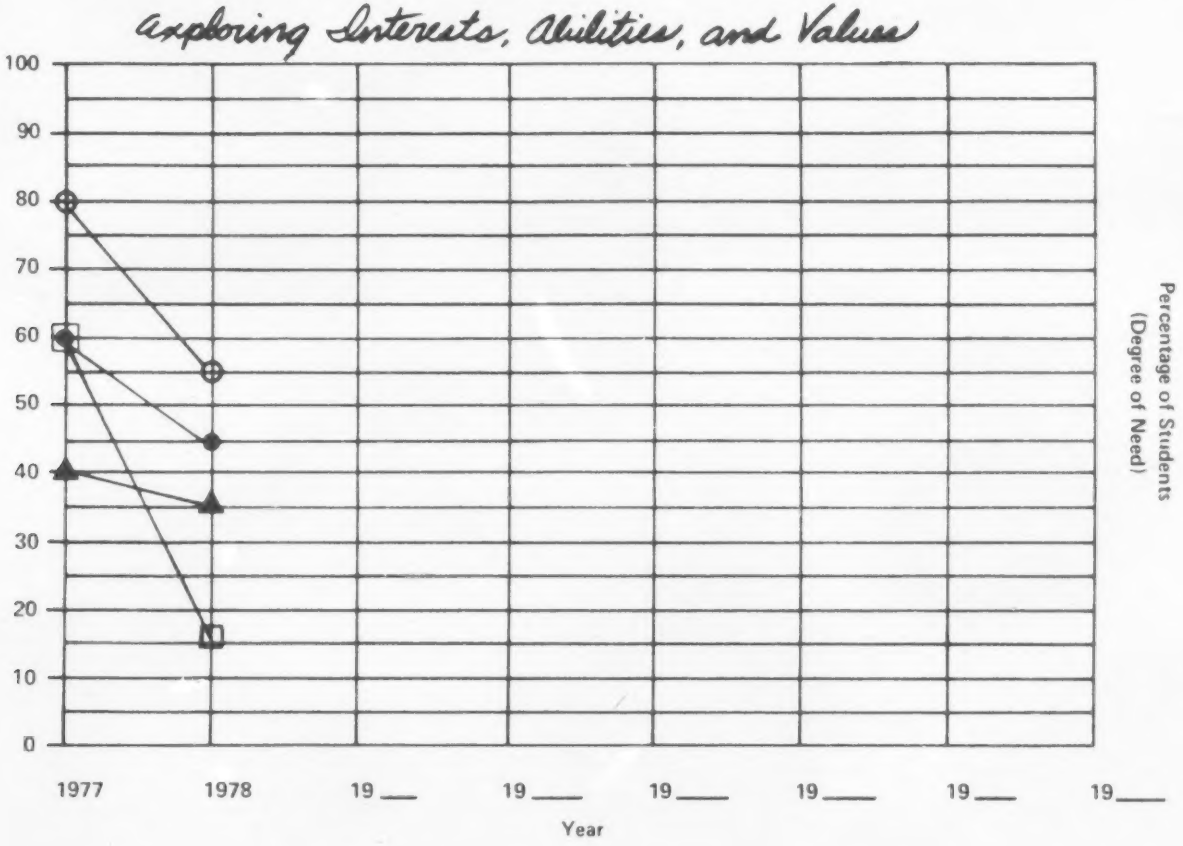
Every time you conduct program reassessment, you will be generating a new Career Development Matrix and new needs assessment tables. You may want to start plotting these data onto trend graphs, in order to keep a continuous record of student needs. These graphs are optional since you only need to compare the two most recent sets of data (matrices and tables) to make program decisions. But should you want to have easy access to all of the data, complete the trend graphs as follows.

Duplicate as many trend graphs as there are program goals identified on the Student Questionnaire. For each goal, plot the data on that goal from the appropriate needs assessment table onto a trend graph. An example trend graph for one goal is on the following page.

Example

Trend Graph

Trend of Need* as Indicated by Students for Skill in
Exploring Interests, Abilities, and Values



*Percentage of students in each grade level who indicated during periodic program assessment that they did not know the skill required by the goal statement.

Career Development Program Goal Number: 9

CPSS PROGRAM INFORMATION FILE

NOTE: The following is a list of the numbers and titles of the CPSS Program Information items. Each item is found in the appropriate package of camera-ready masters. The headings below with asterisks are suggested as dividing points for a filing system you should devise. The CPSS Program Information file, eventually, contains all the information in your career guidance program.

*RESOURCE ASSESSMENT

*Current Career Development Activities

1. Descriptive and Evaluative Data on the Existing Career Guidance Program
2. Current Career-Related Programs in Feeder Schools
3. State and District Career Guidance/Development Goals

*School Resources

4. Faculty/Staff
5. Career Development Materials
6. Equipment
7. Space
8. Funds

*Community Resources

9. Universities and Colleges
10. Occupational Preparation Schools
11. Occupational Preparation Programs
12. Post-secondary Assistance
13. Occupational Selection Assistance
14. Job Placement Assistance
15. Part-Time Employment Assistance
16. Special Programs
17. Help for Emotional and Physical Problems
18. District Guidance/Career Education Administrative Services
19. People

*Community and School Description

20. Population
21. Population Changes
22. Occupations
23. Unemployment
24. School Boundaries
25. Distance to Boundary
26. Size of Attendance Area
27. Bus Transportation
28. Student Enrollment
29. Dropouts
30. Course Offerings
31. Class Scheduling System
32. In-service Education
33. Determination of Course Content

*RESOURCE ACCOUNTING

34. People
35. Equipment
36. Materials
37. Space
38. Funds
39. External Services

*NEEDS ASSESSMENT

40. The Need for Areas of Career Development Skills as Indicated by Students; The Relative Importance of Career Development Skills as Indicated by Graduates, Parents, and Faculty/Staff
41. The Need for Self-Awareness, Social Awareness, and Related Problem-Solving Skills as Indicated by Students
42. The Need for Career Exploration Skills as Indicated by Students
43. The Need for Job Acquisition and Related Problem-Solving Skills as Indicated by Students
44. The Need for Education and Training Exploration Skills as Indicated by Students
45. The Need for Education and Training Acquisition and Problem-Solving Skills as Indicated Students
46. The Future Plans of Students and the Current Activities of Graduates
47. Occupational Choice of Students
48. The General Need for Career Planning Services as Indicated by Students, Graduates, Faculty/Staff, and Parents
49. Inadequacy of Career Development Assistance as Indicated by Graduates

*SELECTING PROGRAM GOALS

50. Program Goals
51. Career Development Skill Area Priorities
52. Career Development Matrix
53. Program Goals Selected for Implementation

*CAREER DEVELOPMENT UNITS AND ANNUAL REVIEW

54. Career Development Units (CDUs) and Evaluation Results
55. Annual Summary of CDU Evaluations

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State Department of Education Coordinator
— Mr. Marion Starr, Guidance Services, Jefferson City

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